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ABSTRACT

The course of study contains a detailed, developmental outline for use by teachers of educable mentally retarded pupils in elementary school. It is noted that the course is intended to be supplemented by two other publications. Program purpose is given to include fostering adjustment to physical environment, responsible family membership, civic responsibility, and desirable leisure-time activities. Given for each subject is a scope and sequence chart detailing skills to be developed at the preprimary, primary, intermediate, and upper grade levels. Outlined are suggestion for teaching units of the following subjects: oral language, written language, reading (such as developing readiness skills and an appreciation for books), handwriting, spelling, mathematics (such as developing addition and multiplication skills, and daily use of mathematics), social studies (such as understanding the City of Los Angeles), science (such as understanding living things and the human body), art, music (such as moving creatively and effectively to music), physical education (such as developing body control and proficiency in game activities), health (such as applying basic principles of nutrition in daily living), and safety (in home and school). (MC)

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Experimental

COURSE OF STUDY FOR EMR PUPILS

in the

Elementary Schools

LOS ANGELES CITY SCHOOLS
Division of Planning, Research, and Development
Instructional Planning Branch
Publication No. X-100
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FOREWORD

This Course of Study contains a detailed, developmental outline for use by teachers of educable mentally retarded pupils in the elementary school. Each subject is preceded by a scope and sequence chart that provides an overview of the content to be emphasized at the various levels.

Flexible in its approach, this publication is structured to facilitate the sequential development of concepts. Teachers are encouraged to be creative, to experiment, and to seek new and more effective means of implementing instruction.

Through provision of a comprehensive education with emphasis on achieving the fullest development of each child's potential, it is hoped that educable mentally retarded pupils will develop personal and social maturity and will become capable of leading independent and productive lives.

This course of study is one of three publications designed to provide a sequential development of skills for educable mentally retarded pupils in the elementary grades. Each of the three publications is an essential part of the instructional program. The course of study contains a detailed developmental outline. The teacher resource publication, now being prepared, will include sample lesson plans, descriptions of suggested activities basic to an effective program and lists of materials with which it can be implemented. The third publication will consist of material for EMR pupils which has been adapted to their needs, knowledge, and understanding.

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PURPOSE OF THE PROGRAM FOR EMR PUPILS

The purpose of the instructional program for educable mentally retarded pupils in the elementary school is to assist them in becoming well adjusted, contributing, and self-supporting members of their community by meeting realistically their educational and training needs. The program is designed to help pupils to:

Understand and adjust to the physical environment.

Become responsible family members.

Learn to maintain desirable mental and physical health habits.

Accept personal and civic responsibility.

Learn the basic communication, computation, and consumer skills.

Develop the ability to hold jobs.

Appreciate beauty and learn desirable leisure-time activities.

ORAL LANGUAGE

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE	DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE	DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE	DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE
Listening and thinking skills	Listening and thinking skills	Listening and thinking skills	Listening and thinking skills
Speaking skills	Speaking skills	Speaking skills	Speaking skills

DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

A. Listening and Thinking Skills

1. Listen for information.
   a. Recognize sounds in the environment.
      (1) In and out of school
      (2) Animal sounds
      (3) Telephone and doorbell
   b. Plan activities.
   c. Follow directions.
   d. Solve problems.
   e. Answer questions.
   f. Protect self.
   g. Concentrate on what is said.
   h. Contribute to a discussion.
   i. Derive meaning from content.
   j. Learn the meaning and use of new words.
   k. Retell an idea or sequence.

2. Listen critically.
   a. Distinguish sounds.
   b. Hear rhyming words.
   c. Distinguish fact from fantasy.
   d. Identify main idea.
   e. Establish a sequence of ideas.
   f. Interpret feelings and emotions.
   g. Recognize words that are similar in sound.
   h. Identify words that end alike.
   i. Be selective in TV viewing and listening.

3. Listen for appreciation.
   a. Enjoy music.
   b. Enjoy rhymes, poems, jingles.
   c. Enjoy short stories.
   d. Interpret rhythms and poems.
   e. Identify with a character.

B. Speaking Skills

1. Communicate thoughts and feelings.
   a. Be able to state first and last names.
   b. Be able to give address and phone number.
   c. Enumerate objects within a picture.
   d. Understand and use words from personal experiences.
   e. Ask a direct question.

f. Express own opinion.
g. Give directions and explanations.
h. Use the telephone properly.
i. Talk about specific interests.
j. Greet people and make introductions correctly.
k. Deliver messages.
l. Develop standards for speaking.
   (1) Imitate acceptable speech habits of the teacher.
   (2) Speak in a clear voice.
   (3) Pronounce words clearly.
   (4) Tell one experience at a time.

2. Be aware of, understand, and use new words.
   a. Use name words.
   b. Use words that show action.
   c. Use words that describe.
   d. Use words that relate to sensory experiences.
   e. Use words that relate to home, school, and community.
   f. Differentiate words with similar or opposite meaning.

3. Speak in complete sentences.
   a. Express ideas in a concise manner.
   b. Use sentences that tell or ask something.
   c. Use appropriate language in identifying, matching, and comparing.

WRITTEN LANGUAGE

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING WRITTEN LANGUAGE SKILLS	DEVELOPING WRITTEN LANGUAGE SKILLS	DEVELOPING WRITTEN LANGUAGE SKILLS	DEVELOPING WRITTEN LANGUAGE SKILLS
Readiness	Readiness	Vocabulary building	Vocabulary building
Vocabulary building	Vocabulary building	Sentences	Sentences
	Organization	Capitals	Capitals
		Punctuation	Punctuation
		Organization	Abbreviations
			Paragraphs
			Organization

DEVELOPING WRITTEN LANGUAGE SKILLS

A. Readiness

1. Observe and be aware of written language.
   a. Name, signs, captions, and labels
   b. Charts written by the teacher
   c. Letters and stories dictated
   d. Teacher's use of punctuation marks
   e. Sentences used in captions and in books
   f. Capital letters in own name
   g. Capital letter to start a sentence
2. Dictate experiences.
   a. Sentence for a sign or caption
   b. Experience in sequence
3. Use the alphabet.
   a. Word box for names organized alphabetically
   b. Picture and painting file organized alphabetically
4. Begin to write.
   a. Own name
   b. Signs, captions, and labels

B. Vocabulary Building

1. Become familiar with words that name, show action, and describe.
2. Use name, action, and descriptive words in written language activities.

C. Sentences

1. Observe as the teacher writes sentences.
2. Write a sentence expressing a single idea.
3. Vary sentence beginnings.
4. Increase skill in writing sentences by using new words.
5. Write sentences in an individual story.

D. Capitals

1. Observe the use of capitals.
2. Use capitals in writing activities.
   a. Names of people
   b. Names of days, months, holidays
   c. First words of sentences
   d. Titles of books
   e. The word "I"
   f. The words Mr., Mrs., Miss, Dr.
   g. Greeting and closing in letter writing
   h. Names of cities, states, and countries
   i. Parts of the country, such as East, West, North, and South

E. Punctuation

1. Use the period.
   a. Observe periods used in sentences in books and group stories.
   b. Use periods in writing simple sentences.
2. Use the question mark.
3. Use the comma.
   a. Observe the use of a comma.
   b. Use a comma in:
      (1) Series of words
      (2) Date
      (3) Greeting and closing of letters
      (4) Addresses
4. Use the exclamation point.

F. Abbreviations

1. Discuss the meaning of abbreviations.
2. Use abbreviations.
   a. Days
   b. Months
   c. Streets, roads, avenues, and boulevards
   d. State and country
   e. Mr., Mrs., Dr.
   f. Directions – N., E., S., W.

G. Paragraphs

1. Write a series of sentences related to one idea.
2. Indent first word in writing each paragraph.

H. Organization

1. Observe various classroom lists.
2. Dictate an account of an experience in sequence.
3. Write correct heading on class papers.
4. Become familiar with the forms of simple letter writing.
5. Become familiar with filling out blanks and forms.

READING

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING READING READINESS SKILLS	DEVELOPING READING READINESS SKILLS	DEVELOPING READING SKILLS	DEVELOPING READING SKILLS
Perceptual and motor coordination	Perceptual and motor coordination	Word attack skills	Word attack skills
Body image	Body image	Vocabulary skills	Vocabulary skills
Body parts	Body parts	Comprehension skills	Comprehension skills
Visual perception	Visual perception	Oral reading	Oral reading
Figure-ground perception	Figure-ground perception	Location skills	Location skills
Visual discrimination	Visual discrimination	DEVELOPING AN APPRECIATION FOR BOOKS	DEVELOPING AN APPRECIATION FOR BOOKS
Visual memory	Visual memory	Attitudes toward reading	Attitudes toward reading
Auditory discrimination	Auditory discrimination	Self-expression	Self-expression
Auditory memory	Auditory memory		
Language usage	Language usage		
Vocabulary building	Vocabulary building		
Organizational skills	Organizational skills		
Comprehension skills	Comprehension skills		
Appreciation for books	Appreciation for books		

I. DEVELOPING READING READINESS SKILLS

A. Perceptual Motor Development

1. Locomotor ability
   a. Crawl
   b. Walk
   c. Run
   d. Hop
   e. Skip
   f. Jump
   g. March
   h. Leap
   i. Gallop
   j. Climb
   k. Slide

2. Balance
   a. Walk a line.
   b. Walk up and down stairs.
   c. Stand on tiptoes.
   d. Walk on tiptoes.
   e. Walk the balance beam.
   f. Use balance board.

3. Learn to coordinate movements.
   a. Roll a ball.
   b. Bounce a ball.
   c. Catch a ball.
   d. Throw a ball.

4. Learn fine muscle control.
   a. Using shoe laces
   b. Using buttons and zippers

5. Learn to use tools.
   a. Paintbrush
   b. Crayon
   c. Pencil
   d. Scissors

B. Body Image

1. Learn right from left.
   a. Hold up right or left hand.
   b. Stamp right or left foot.
   c. Point to teacher's right or left hand when facing her.
   d. Point to teacher's right or left foot when facing her.
   e. Identify body parts as right or left.
   f. Identify objects on right or left.

2. Learn to move left to right.

C. Body Parts

1. Identify own body parts.
2. Identify parts of a doll.
3. Indicate doll's body surfaces as they are named.
4. Touch body parts and surfaces to other body parts and surfaces.

D. Visual Perception

1. Develop hand-eye coordination.
   a. Identify circle, square, triangle.
   b. String large primary beads.
   c. Draw a straight line between two dots.
   d. Mold clay into simple forms.
   e. Cut simple paper forms, using scissors.
   f. Trace designs and letters.
   g. Copy a letter made on chalkboard by teacher.
2. Develop perception of space.
   a. Learn to understand:
      (1) Right
      (2) Left
      (3) Above
      (4) Below
      (5) Top
      (6) Bottom
      (7) Up
      (8) Down
      (9) Before
      (10) After
      (11) First
      (12) Last
      (13) Beside
      (14) Between
      (15) Over
      (16) Under
      (17) Forward
      (18) Backward
      (19) Behind
   b. Be able to demonstrate, illustrate, and verbalize the differences between the above terms.

E. Figure-Ground Perception

1. Choose one type of bead out of many beads.
2. Identify more than one object.
3. Pick out forms superimposed on each other.
4. Trace one figure superimposed on another.
5. Find the largest of many items placed together.
6. Find more than one of any item.

7. Sort like objects, shapes, colors, textures, and letters.
8. Remember what is seen in pictures.
9. Classify objects.
10. Identify objects missing from original group.
11. Duplicate simple patterns and designs.
12. Identify missing picture details.

F. Visual Discrimination

1. Match geometric forms.
2. Match letters, words, colors, and numerals.
3. Match blocks by size, shape, and color.
4. Learn to discriminate between objects of different sizes.
5. Recognize letters of the alphabet.
6. Match capital and small letter forms.
7. Recognize printed name words in functional situations.
8. Discriminate between capital and small letter forms.
9. Discriminate between capital and small letter word forms.

G. Visual Memory

1. Learn to identify more than one object.
2. Remember what happens to objects that have been observed.
3. Remember what is seen in pictures.
4. Learn to classify objects.
5. Be able to identify objects missing from original group.
6. Duplicate simple patterns and designs.
7. Identify missing details of pictures.

H. Auditory Discrimination

1. Differentiate between indoor and outdoor sounds.
2. Differentiate between musical tones.
3. Identify sources of sounds.
4. Associate objects with sounds.
5. Discriminate between words.
6. Learn to hear initial consonant sounds.
7. Hear final consonant sounds.
8. Hear endings of familiar words.
9. Learn to discriminate between the sounds of g and c.
10. Hear syllables in words.

I. Auditory Memory

1. Recall oral directions.
2. Recall omitted steps in oral directions.
3. Repeat a series of words or numerals.
4. Answer questions about stories or poems.
5. Repeat a poem, rhyme, or song.
6. Repeat letter names.
7. Repeat rhythmic tapping patterns.

J. Language Usage

1. Pronounce familiar words accurately.
2. Name familiar objects.
3. Give other names for objects.
4. Converse informally in complete sentences.
5. Respond in complete sentences.
6. Classify objects verbally.
7. Verbalize similarities and differences in words.
8. Learn to describe objects, textures, and tastes.
9. Learn to verbalize possible solutions to a problem.
10. Identify, describe, compare, and classify pictures and objects.
11. Repeat verbatim a simple sentence or direction.
12. Recognize own name.
13. Print own name.
14. Become aware of word endings used in conversation.
15. Learn the meaning of simple words.
16. Understand relationships between the spoken and printed word.
17. Increase vocabulary.
18. Dictate stories about experiences.
19. Interpret pictures.

K. Vocabulary Building

1. Develop a sight vocabulary.
   a. Recognize and name an object correctly.
   b. Recognize and name a picture of an object.
   c. Recognize and name an action made by others.
   d. Recognize and name a picture of an action.
   e. Recognize new words.
   f. Work independently with activities involving sight words.
   g. Recognize and use rhyming words.
2. Become familiar with the dictionary.
   a. Read pictures from a picture dictionary.
   b. Use picture file.
   c. Alphabetize painting and story files.
   d. Categorize pictures according to beginning letter.
   e. Make a picture dictionary.
   f. Recognize letters of the alphabet in sequential and random order.
   g. Maintain word boxes in alphabetical order.
   h. Match letter sounds to letter names.

L. Organizational Skills

1. Tell a story in sequence.
2. Dramatize stories.
3. Recognize letters of the alphabet in sequence.
4. Classify pictures into categories.
5. Classify words into categories.

M. Comprehension Skills

1. Learn to interpret the main idea.
   a. Recall the main idea of a paragraph or short story.
   b. Create a title for a paragraph or short story.
2. Learn to identify and recall sequences.
   a. Tell daily experiences in proper order.
   b. Recall the sequence of a story.
   c. Recognize the number sequence of pages.
   d. Arrange two or three sentences in sequence.
3. Develop sensory images.
   a. Express thoughts and feelings about an object or picture.
   b. Express how a story character feels.
4. Learn to recall story facts.
5. Understand the difference between fact and fantasy.
   a. Distinguish between real and make-believe stories.
   b. Learn to recognize absurdities.
6. Learn to follow directions through reading.
   a. Read one or more words and illustrate them.
   b. Read one or more words and perform the required task.

N. Appreciation for Books

1. Become familiar with different types of rhymes, poems, and stories.
2. Learn to use and care for books.

II. DEVELOPING READING SKILLS

A. Word Attack Skills

1. Become aware of contextual clues.
   a. Determine an unknown word by looking at a picture.
   b. Decide content and select title of a unit by looking at a picture.
   c. Recall an unknown word by reading the rest of a sentence.
   d. Use contextual clues when attacking new words.
   e. Use the thought of the whole sentence as a clue to a new word or words.
   f. Identify action in a story through use of pictures.
   g. Use pictures to gain added meaning.
   h. Identify specific word or words through context.
2. Become familiar with simple configuration clues.
3. Understand phonetic analysis.
   a. Be aware of sounds for single consonants in initial and final position.
   b. Identify the sounds of consonant digraphs and blends.
   c. Identify the sound of vowels.
4. Understand structural analysis.
   a. Identify root words.
   b. Recognize parts of compound word.

c. Be aware of the plural form of a word.
d. Become familiar with word endings.

B. Vocabulary Skills

1. Continue to develop sight vocabulary.
   a. Recognize and read correctly the sight vocabulary in the textbook being used.
   b. Identify new words from a word list.
   c. Become familiar with words that are alike or opposite in meaning.
   d. Become familiar with words that sound alike but have different meanings.
2. Continue to develop dictionary and reference skills.
   a. Recognize letters of the alphabet in sequential and random order.
   b. Match letter sounds to letter names.
   c. Categorize pictures and objects according to beginning letter.
   d. Organize words in alphabetical order.
   e. Locate story by page number.
   f. Locate story in table of contents.
   g. Use a variety of books for information.
   h. Use guide words.
   i. Use globe, maps, and charts to obtain information.

C. Comprehension Skills

1. Learn to interpret the main idea of stories.
2. Learn to draw inferences and conclusions.
3. Continue to identify and recall sequence.
4. Continue to read for information and to recall facts.
   a. Read a paragraph or story and answer related questions.
   b. Read a story and identify speakers of specific passages.
   c. Clarify an opinion by rereading a selection.
5. Continue to distinguish between fact and fantasy.
   a. Learn to recognize humor.
   b. Recognize absurdities.
6. Continue to follow directions through reading.
   a. Read one or more phrases or sentences and illustrate them.
   b. Read and recognize the use of punctuation marks.

D. Oral Reading

1. Prepare for oral reading by preliminary silent reading.
2. Read loud enough to be heard.
3. Relax and sit tall while reading.
4. Develop rhythmical progress of eye movement from left to right.
5. Use care in enunciation and pronunciation of words.
6. Hold book at a comfortable position.
7. Read in thought units.

8. Use punctuation marks as a guide to develop meaning of what has been read.
9. Adapt voice to action and mood of the story.
10. Listen to others read.

E. Location Skills

1. Develop skills in using books.
   a. Use the table of contents.
   b. Recognize the title page.
   c. Begin to use the index and glossary.
   d. Refer to a paragraph on a page when locating an answer to a question or problem.
2. Continue to use the dictionary.
   a. Alphabetize words in a list according to the first and second letters.
   b. Divide words into syllables as an aid to pronunciation.
   c. Use alphabetical sequence in looking up words.
   d. Use guide words to select the correct page on which a word appears.
   e. Use sections of the dictionary to find words more rapidly and easily.
   f. Use root words to find meanings of words.
   g. Select the appropriate meanings of words.
3. Learn how to use the library.
   a. Enjoy the library as a place for recreational reading.
   b. Understand that the library is a source of information.
   c. Understand the alphabetical arrangement in the library.

III. DEVELOPING AN APPRECIATION FOR BOOKS

A. Attitudes Toward Reading

1. Enjoy hearing stories.
2. Appreciate illustrations in books.
3. Distinguish between fiction and non-fiction.
4. Increase vocabulary through wide reading.
5. Look for books by favorite author or illustrator.
6. Use reading as a leisure-time activity.

B. Self-Expression

1. Memorize short poems.
2. Tell a story to a group.
3. Dramatize stories and poems.
4. Participate in choral speaking.
5. Share books with others.
6. Compose original stories and poems.

HANDWRITING

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING HANDWRITING SKILLS	DEVELOPING HANDWRITING SKILLS	DEVELOPING HANDWRITING SKILLS	DEVELOPING HANDWRITING SKILLS
Readiness	Manuscript writing	Readiness for cursive writing	Cursive writing
		Cursive writing	

DEVELOPING HANDWRITING SKILLS

A. Readiness for Manuscript Writing

1. Trace geometric shapes and designs using finger.
2. Draw stick figures, squiggles using:
   a. Straight lines
      (1) Vertical
      (2) Slanted
      (3) Horizontal
   b. Circles
      (1) Whole
      (2) Parts
3. Recognize and draw straight lines.
4. Write letters formed with straight lines.
5. Recognize and draw circles.
6. Write letters formed with circles and parts of circles.
7. Write letters formed with parts of circles and straight lines.
8. Identify and write letters and simple words.
   a. Trace
   b. Copy
      (1) At the chalkboard
      (2) On unruled newsprint with crayon or with large, soft lead pencil
9. Understand handwriting vocabulary.
   a. Top line
   b. Bottom line
   c. Straight line
10. Develop proper attitudes in handwriting.
    a. Posture
    b. Position of paper
    c. Holding pencil

B. Manuscript Writing

1. Learn all letters according to similarities.
   a. Practice letters formed with straight lines only.
   b. Write letters formed with vertical and horizontal lines: E, F, H, I, L, T, t.
   c. Write letters formed with slanted lines: V, W, X, v, w, x, y.
   d. Write letters formed with vertical, slanted, and horizontal lines: A, K, M, N, Y, Z, k, z.
   e. Write letters formed using circles or parts of circles: o, c, O, C.
   f. Write letters formed with circles, parts of circles, and with other types of lines: G, Q, a, b, d, e, p, q.
   g. Write letters formed with a more complex combination of lines: B, D, J, P, R, S, U, f, g, h, j, m, n, r, s, u.
2. Learn to write letters in alphabetical sequence.
   a. Associate sounds with letters and letters with sounds.
   b. Use letters in words, and words in simple sentences.
   c. Use manuscript writing in all types of functional life situations.

3. Become familiar with the factors essential to good handwriting.
   a. Size
   b. Slant
   c. Shape (form)
   d. Spacing
   e. Alignment
   f. Style

C. Readiness for Cursive Writing

1. Write all letters of manuscript alphabet from memory.
2. Reduce the size of manuscript letters.
3. Understand that manuscript writing is vertical and cursive writing is slanted to the right.
4. Slant paper for cursive writing.
5. Use slanted and joined manuscript in writing using intermediate steps.

D. Cursive Writing

1. Learn letters according to similarities.
   a. Write small letters.
   b. Learn to write the six connective strokes.
      (1) Under-curve
      (2) Over-curve
      (3) Horizontal
      (4) Bridge
      (5) Long over-curve
      (6) Long under-curve
   c. Write capital letters.

2. Write letters in alphabetical sequence.
   a. Learn small and capital letters together.
   b. Learn the proper altitudes in handwriting.
      (1) Legibility
      (2) Letter height and width
      (3) Slant
      (4) Spacing within words
      (5) Spacing between words
      (6) Alignment
      (7) Arrangement
      (8) Neatness
      (9) Writing rate

3. Learn to write cursive numerals.
   a. Manuscript numerals are vertical and tall.
   b. Cursive numerals are slanted and only two-thirds of a space high.
   c. Cursive numerals rest on the base line.

SPELLING

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING SPELLING SKILLS	DEVELOPING SPELLING SKILLS	DEVELOPING SPELLING SKILLS	DEVELOPING SPELLING SKILLS
Readiness	Readiness	Phonetic analysis	Phonetic analysis
	Vocabulary	Structural analysis	Structural analysis
	Functional spelling	Vocabulary	Vocabulary
		Functional spelling	Functional spelling

DEVELOPING SPELLING SKILLS

A. Readiness

1. Learn to discriminate between sounds.
   a. Sounds made by animals
   b. Sounds in the environment
2. React to rhymes, poems, and stories.
3. Tell stories and experiences using appropriate vocabulary.
4. Identify and use rhyming words.
5. Listen for the beginning sound of words.
6. Identify words that end alike.
7. Use of new words.
   a. Use name words.
   b. Use action words.
   c. Use descriptive words.
8. Learn to pronounce words correctly.
9. Develop a clear visual image of printed words.

B. Phonetic Analysis

1. Listen for the correct sounds of words.
2. Pronounce words correctly.
3. Enunciate words clearly.
4. Recognize like and unlike sounds.
5. Recognize rhyming words.
6. Be able to recognize consonant sounds in initial, medial, and final positions.
7. Associate the written form of words with their sound and meaning.

C. Structural Analysis

1. Learn the order of the letters in the alphabet.
2. Recognize likenesses and differences in letters and in words.
3. Recognize root words.
4. Recognize singular nouns.
5. Recognize plural nouns.
6. Recognize and identify compound words.
7. Become familiar with endings of words, such as:
   a. –s
   b. –ed
   c. –ing
   d. –er
   e. –est
8. Divide words into syllables.
9. Learn common abbreviations.

D. Vocabulary

1. Recognize and use words with like and different meanings.
2. Learn to use new words in sentences.

E. Functional Spelling

1. Learn to print name.
2. Learn to print labels, captions, signs.
3. Dictate stories.
4. Use the word box.
5. Develop and use a picture dictionary.
6. Write name, date, address, and telephone number.
7. Dictate letters and invitations.
8. Develop a list of new words.
9. Write and use new words in sentences, stories, and letters.
10. Use the simple dictionary.
11. Understand definitions.
12. Use the dictionary as an aid to spelling.
    a. Use the alphabet to locate words in the dictionary or in a glossary.
    b. Find syllables in words.
    c. Find the exact meanings of words.

MATHEMATICS

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING NUMBER READINESS	DEVELOPING NUMBER READINESS	UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP	UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP
Spatial relationships	Spatial relationship	Numbers 10 to 50	Numbers 10 to 50
Quantity	Quantity	Numbers 50 to 100	Numbers 50 to 100
Form discrimination	Form discrimination		
Size differences	Size differences	DEVELOPING AN UNDERSTANDING OF ADDITION	DEVELOPING AN UNDERSTANDING OF ADDITION
Temperature	Temperature		
Time	Time	Set union	Set union
Numbers	Numbers	Operation with whole numbers	Operation with whole numbers
Money	Money		
Sets	Sets		
		DEVELOPING AN UNDERSTANDING OF SUBTRACTION	DEVELOPING AN UNDERSTANDING OF SUBTRACTION
	UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP	Set separation	Set separation
	Numbers 1 to 10	Operation with whole numbers	Operation with whole numbers
		DEVELOPING AN UNDERSTANDING OF MULTIPLI-CATION	DEVELOPING AN UNDERSTANDING OF MULTIPLI-CATION
		Joining of sets	Joining of sets
		Operation with whole numbers	Operation with whole numbers

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
		DEVELOPING AN UNDERSTANDING OF DAY-TO-DAY USE OF MATHEMATICS	DEVELOPING AN UNDERSTANDING OF DIVISION
		Money and its uses	Set separation
		Temperature	Operation with whole numbers
		Linear measurements	DEVELOPING AN UNDERSTANDING OF DAY-TO-DAY USE OF MATHEMATICS
		Quantity	Money and its uses
		Weight	Temperature
		Time	Linear measurements
			Quantity
			Weight
			Time

I. DEVELOPING NUMBER READINESS

A. Spatial Relationships

1. Be aware of spatial relationships.
   a. Up, down
   b. In, out
   c. Before, behind, beside
   d. Above, below
   e. Near, far
   f. Here, there
   g. On, under
   h. Front, back
   i. Under, over
   j. Left, right
   k. Close, closer
   l. Top, bottom
   m. High, low
   n. On, off

2. Be able to indicate an understanding of spatial relationships by using vocabulary in actual situations.

B. Quantity

1. Become familiar with the concept of quantity.
   a. Many, few
   b. Much, little
   c. More, less
   d. All, some
   e. Whole, part
   f. Empty, full
   g. Light, heavy
   h. Handful
   i. Cupful
   j. Pailful
   k. Teaspoonful
   l. Tablespoonful
   m. Jarful
   n. None
   o. Each
   p. Pair
   q. Dozen

2. Be able to indicate an understanding of quantity by using appropriate vocabulary.

C. Form Discrimination

1. Learn to recognize and name the circle, square, triangle, and rectangle.
2. Learn to recognize and name number symbols.

D. Size Differences

1. Be aware of size differences.
   a. Big, little
   b. Large, small
   c. Long, short

2. Learn to use appropriate vocabulary.

E. Temperature Differences

1. Be aware of temperature differences.
   a. Hot, cold
   b. High, low
   c. Boiling, freezing

2. Use appropriate vocabulary when indicating temperature differences.

3. Be aware that temperatures are recorded with numerals.

F. Time

1. Be aware of time differences.
   a. Fastest, slowest
   b. Beginning, end
   c. Before, after
   d. Night, day
   e. Morning, afternoon
   f. First, last
   g. Fast, slow
   h. Winter, summer
   i. Soon, late
   j. Evening, noon
   k. Early, late
   l. Today
   m. Tomorrow
   n. Yesterday

2. Become familiar with time as related to daily living, such as time for:
   a. Getting up
   b. Going to school
   c. Eating lunch
   d. Leaving school
   e. Playing
   f. Eating dinner
   g. Studying
   h. Viewing favorite TV program
   i. Going to bed

3. Become familiar with the clock.
4. Learn to tell time.
5. Be aware of weeks and months on the calendar.

G. Numbers

1. Be aware of number symbols in our personal lives.
   a. Ages
   b. Addresses
   c. Zip codes
   d. Telephone numbers
   e. Room numbers
   f. License plates
   g. Dates
   h. Clocks
   i. Pages in a book
   j. TV channel numbers

2. Count by rote to 5, 10, and 20.
3. Understand number sequence.
4. Understand ordinal numbers, first through tenth.

H. Money

1. Recognize various coins.
   a. Penny
   b. Nickel
   c. Dime
   d. Quarter
   e. Half-dollar

2. Understand the value of the various coins.
3. Understand money as a means of purchasing goods.
4. Learn to make change.

I. Sets

1. Learn to identify sets.
2. Learn to compare sets.
   a. Visual discrimination
      (1) Recognize size of a set.
      (2) Count objects in each set.
   b. One-to-one correspondence

3. Learn addition as grouping or union of two or more sets.
4. Learn subtraction as set separation.

II. UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP

A. Numbers 1 to 10

1. Understand the concept of numbers 1 to 5.
   a. Count by rote to 5.
   b. Recognize and count sets of objects.
   c. Identify numerals in sequence.
   d. Read and write numerals from 1 to 5.
2. Understand the concept of numbers 6 to 10.
   a. Count by rote to 10.
   b. Recognize and count sets of objects.
   c. Identify numerals in sequence.
   d. Read and write numerals from 1 to 10.
   e. Become aware of ordinal numbers first through third.
3. Learn to group and count numbers by twos to 10.

B. Numbers 10 to 50

1. Learn to count, read, and write the numbers from 10 to 20.
   a. Count by rote to 20.
   b. Recognize numerals and meaning of the symbols.
   c. Identify numerals in sequence.
   d. Compare numerals.
   e. Count by twos to 20.
   f. Read and write numerals through 20.
   g. Understand the meaning of zero.
      (1) Starting point on the number line
      (2) Meaning none
      (3) A place holder
   h. Count ordinal numbers first through tenth.
2. Learn to count, read, and write the numbers from 20 to 50.
   a. Count by rote to 50.
   b. Recognize numerals and meaning of the symbols.
   c. Identify numerals in sequence.
   d. Compare numerals.
   e. Count by twos, fives, and tens to 50.
   f. Read and write numerals through 50.
   g. Understand expanded notation of two-place numerals.
   h. Count ordinal numbers eleventh through thirty-first.
3. Understand place value of two-place numerals.
   a. Learn the meaning of ones and tens.
   b. Understand expanded notation.

C. Numbers 50 to 100

1. Learn to count, read, and write the numbers from 50 to 100.
   a. Count by rote to 100.
   b. Recognize numerals and meaning of symbols.
   c. Identify numerals in sequence.
   d. Compare numerals.
   e. Count by twos, fives, and tens to 100.
   f. Write numerals through 100.
2. Understand place value of numerals.

III. DEVELOPING AN UNDERSTANDING OF ADDITION

A. Set Union

1. Compare sets.
   a. Use visual discrimination to:
      (1) Recognize the number in a set.
      (2) Count and add objects.
      (3) Verbalize these findings.
      (4) Associate a written symbol with the number of elements of a set.

   b. Match sets using one-to-one correspondence.

2. Understand number property of sets.
   a. Discuss equivalent sets.
   b. Discuss the empty set.

3. Learn addition as the grouping or union of two or more sets.

B. Operation with Whole Numbers

1. Work with sets of concrete objects and manipulative materials to develop readiness for addition.
2. Learn addition facts with sums to 10.
3. Use the sentence and vertical forms for addition.
4. Become familiar with the open sentence.
5. Understand and use columnar addition.
   a. Add with sums less than 10.
   b. Add with sums more than 10.

6. Learn addition operations which include two- and three-place numerals.
   a. Understand place value.
   b. Add two- and three-place numbers.
      (1) Add without carrying.
      (2) Add with carrying to the tens.

7. Add using dollars and cents.
   a. Become familiar with the cent symbol (¢) for sums less than one dollar.
   b. Use separating point (decimal point) and dollar sign ($) in addition of dollars and cents for sums of more than one dollar.

8. Use addition in solving problems of life situations.

IV. DEVELOPING AN UNDERSTANDING OF SUBTRACTION

A. Set Separation

1. Match and compare sets.
2. Understand subtraction as set separation.
3. Understand that, in subtraction, elements are **taken away** from the set and a certain amount **remains.**
4. Be aware of the concept of the empty set.

B. Operation with Whole Numbers

1. Work with sets of concrete objects and manipulative materials to develop readiness in subtraction.
2. Become aware of the addition–subtraction relationship.
3. Learn subtraction facts that correspond with addition facts, with sums through 10.
4. Learn subtraction facts 11 through 19.
5. Understand the concept of expanded notation.
   a. Rename tens as ones.
   b. Rename hundreds as tens.
6. Learn to subtract two- and three-place numerals.
   a. Subtract without borrowing.
   b. Subtract with borrowing.
   c. Subtract zero in ones and tens.
7. Subtract using dollars and cents.
8. Use subtraction in solving problems in life situations.

V. DEVELOPING AN UNDERSTANDING OF MULTIPLICATION

A. Joining of Sets

1. Understand multiplication as the joining of equivalent sets.
2. Use concrete and manipulative objects to clarify concepts.

B. Operation with Whole Numbers

1. Understand multiplication as repeated addition.
2. Find the missing numeral when the other numeral and the product are given.
3. Count by twos, fives, and tens.
4. Learn the multiplication facts through 5×5.
5. Learn multiplication facts from 5×9 through 9×9.
6. Learn to multiply a two-place numeral by a one-place numeral.
7. Learn to use multiplication in solving problems of daily living.

VI. DEVELOPING AN UNDERSTANDING OF DIVISION

A. Set Separation or Partitioning

1. Learn division as a process of finding a missing number.
2. Understand division as a fractional part of a set.

B. Operation with Whole Numbers

1. Understand the reverse relationship between multiplication and division.
2. Learn to write simple division sentences.
3. Learn division as repeated subtraction.

VII. DEVELOPING AN UNDERSTANDING OF DAY TO DAY USE OF MATHEMATICS

A. Money and Its Uses

1. Understand that money is used to obtain services, goods, and security.
2. Learn the comparable value of coins.
3. Learn to make change.
4. Understand the use of the separating point (.) in writing amounts of $1.00 or more.
5. Learn to solve everyday problems involving money.

B. Temperature

1. Understand that when we read a thermometer, we are reading temperature.
2. Understand that temperature tells how warm or cold it is.
3. Know that liquid in a thermometer rises when the temperature is warm and falls when it is cold.
4. Learn to read and write temperatures.

C. Linear Measurement

1. Learn to measure using ruler and yardstick.
2. Discover equivalent measurements:
   a. 12 inches equals 1 foot.
   b. 3 feet equals 1 yard.
   c. 36 inches equals 1 yard.
3. Learn to solve everyday problems involving inches, feet, and yards.

D. Quantity

1. Learn to recognize various quantities.
   a. Teaspoon
   b. Tablespoon
   c. Cup
   d. Pint
   e. Quart
   f. Gallon
   g. Pair
   h. Dozen
2. Develop a table of equivalent measurements.
   a. 2 cups equals 1 pint.
   b. 2 pints equals 1 quart.
   c. 4 quarts equals 1 gallon
3. Learn to measure using liquids and solids.
4. Learn to solve everyday problems involving the measurements of liquids and solids.

E. Weight

1. Understand weight as light or heavy.
2. Become familiar with pounds and ounces.

F. Time

1. Learn to tell time.
   a. Tell time to the hour.
   b. Tell time to the half-hour.
   c. Tell time to the quarter-hour.
   d. Tell time to the minute.

2. Become familiar with the calendar.
3. Become familiar with days of the week and months of the year.
4. Become familiar with the four seasons.

SOCIAL STUDIES

SCOPE AND SEQUENCE

PRE-PRIMARY

DEVELOPING AN UNDERSTANDING AND ACCEPTANCE OF ONESELF

All about me

Living with others

DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

Days of observance

Contributions of outstanding Americans

PRIMARY

DEVELOPING VALUES AND RESPONSIBILITIES AS A MEMBER OF GROUP

The family and the home

Living together in the home

Living together at school

Living together in the neighborhood

DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

Days of observance

Contributions of outstanding Americans

INTERMEDIATE

DEVELOP AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN THE HOME AND THE COMMUNITY

Relationship of neighborhood and community

Families and family life

Meeting needs of the family

Differences in homes and people

Friends

BECOMING AWARE OF SERVICES IN THE COMMUNITY

Transportation and communication

Facilities and services

Interrelationship of many aspects of the community

DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

Days of observance

Contributions of outstanding Americans

UPPER

DEVELOPING AN UNDERSTANDING OF THE CITY OF LOS ANGELES

Environment

Interrelationships within the city

Living and working in Los Angeles

DEVELOPING AN UNDERSTANDING OF OUR HERITAGE

Heritage of class members

American heritage

I. DEVELOPING AN UNDERSTANDING AND ACCEPTANCE OF ONESELF

A. All About Me

1. Become familiar with information about oneself.
   a. Name
      (1) State first and last names.
      (2) Recognize first and last name.
      (3) Read first name.
      (4) Write first name.
   b. Age
   c. Address
   d. Name of parent or parents
   e. Names of brothers and sisters and other members of the family
   f. Physical characteristics
      (1) Tall or short
      (2) Thin or husky
      (3) Color of hair
      (4) Color of eyes
      (5) Others
   g. Birth date – month and day
   h. Telephone number
   i. Birthplace

2. Talk about personal preferences.
3. Learn to accept personal responsibilities.
   a. At home:
      (1) Personal appearance and hygiene
         (a) Care of hands, nails, hair
         (b) Use of handkerchief or tissue
         (c) Brushing teeth
         (d) Bathing
         (e) Lacing and tying shoes
         (f) Play
         (g) Exercise
         (h) Rest and sleep
         (i) Care of clothing
      (2) Chores
         (a) Room
         (b) Pets
         (c) Yard
         (d) Putting toys away
         (e) Care of younger children
   b. At school:
      (1) Clothing
      (2) Work and play areas
      (3) Tools and materials
      (4) Being on time
      (5) Taking school notices home
      (6) Bringing snack and lunch money
      (7) Homework
      (8) Safety to and from school

B. Living With Others

1. Learn to show respect.
   a. Self
   b. Adults
   c. Peers

2. Learn to share and to work with others.
   a. Learn to follow directions.
   b. Work and play in assigned areas.
   c. Put away tools and supplies.
   d. Leave work areas in neat order.
   e. Participate in group activities.
   f. Share experiences and materials.
   g. Take turns
   h. Adjust to disappointments.
   i. Use "thank you" and "please."
   j. Accept "no" and "yes."
   k. Respect safety precautions.
   l. Be courteous and kind.
   m. Learn the difference between tattling and concern for others.
   n. Communicate confidential information to appropriate persons.
   o. Become responsible for own actions.
   p. Develop and maintain friendships.
   q. Set proper example for others.
   r. Accept group decisions.
   s. Solve individual and group problems.
   t. Accept criticism.
   u. Learn ways of showing friendship.
   v. Control use of hands and feet.
   w. Develop a sense of humor.
   x. Assume responsibilities for possessions.

3. Learn to accept others.
   a. From different backgrounds
   b. With disabilities

4. Learn to use leisure time wisely.
5. Develop a set of values.
6. Develop good study habits.

II. DEVELOPING VALUES AND RESPONSIBILITIES AS A MEMBER OF A GROUP

A. The Family and the Home

1. Become familiar with the responsibilities of family members.
   a. Responsibilities of parents or guardians.
      (1) Provide love and companionship.
      (2) Provide material needs.
         (a) Clothing
         (b) Shelter
         (c) Food
         (d) Others
      (3) Provide spiritual development and religious training.
      (4) Provide educational experiences and opportunities.
      (5) Provide recreational opportunities.
      (6) Teach democratic living.
      (7) Teach manners and courtesy.
      (8) Teach proper health habits.
      (9) Provide financial security.

   b. Responsibilities of children
      (1) Share in tasks.
      (2) Understand and respect responsibilities of parents.
      (3) Cooperate in family duties and responsibilities.
      (4) Adjust to family income and needs.
      (5) Understand family customs.
      (6) May help choose a place to live and its location.

2. Become familiar with the home.
   a. Talk about the types and kinds of houses.
   b. Discuss things needed in the home.
      (1) Furniture
      (2) Floor coverings
      (3) Kitchen utensils
      (4) Dishes
      (5) Silverware
      (6) Appliances
      (7) Curtains
      (8) Bedding
      (9) Linens
      (10) Pictures

   c. Discuss care of the home.
      (1) Talk about each member's responsibilities.
      (2) Discuss home safety.
      (3) Talk about routine maintenance.
      (4) Be aware of taking care of the yard.
      (5) Discuss proper ways to clean the house.

   d. Become aware of the physical makeup of the home.

(1) Know the names of the rooms.
(2) Learn the color of the walls.
(3) Become familiar with the size of the rooms.

B. Living Together in the Home

1. Help younger brothers and sisters.
2. Develop habits of helpfulness.
3. Maintain daily routines.
4. Develop family recreational activities.
   a. Plan activities in and out of the home.
   b. Plan leisure time activities.

5. Develop proper safety habits.
   a. Learn preventive measures, with regard to:
      (1) Matches
      (2) Stoves, heaters, and furnaces
      (3) Household cleaners and poisons
      (4) Boiling water
      (5) Electrical hazards
      (6) Cooking foods
      (7) Medicines
      (8) Toys, fans, and appliances

   b. Learn corrective measures.

6. Be familiar with proper foods for the family.
   a. Recognize and name different foods.
   b. Become familiar with the ways of obtaining food.
   c. Understand the importance of proper daily food.
   d. Become familiar with the preparation of balanced meals.
   e. Develop good eating habits.
   f. Learn proper table manners.
   g. Learn to set the table.
   h. Discuss the care of food.
   i. Discuss the disposal of food.

7. Learn about clothing for the family.
   a. Know the kinds of clothing for right time of day, season, and weather.
   b. Learn the proper care of clothing.
   c. Become familiar with the sources of clothing.

8. Become familiar with proper manners and courtesy.
   a. In personal contact
   b. On the telephone
   c. In speech

9. Discuss how families spend their time together.
   a. Talk about recreational activities.

b. Discuss how families spend their time together.
c. Discuss vacations.
d. Talk about working on projects such as painting, models, yard, and home care.
e. Discuss stories read by parents to children.

10. Discuss how the size and composition of a family may change.
    a. A new brother or sister may come into the family.
    b. An older brother or sister may marry and move.
    c. An older brother or sister may go away to school.
    d. Grandparents may move into the home.

C. Living Together at School

1. Become aware of the relationships between home and school.
2. Become acquainted with the school family.
3. Explore the school.
    a. Locate:
        (1) The offices
        (2) Nurses' room
        (3) Library
        (4) Auditorium
        (5) Playground
        (6) Cafeteria
        (7) Restrooms

    b. Learn the functions of the school family.

4. Know the classroom.
    a. Location
    b. Physical environment
    c. Classroom standards
    d. Duties of classroom monitors
    e. Location of materials
    f. Classroom routines
    g. Emergency procedures

5. Learn about services provided by the school.
    a. Use of playground.
    b. Use of school as a center for neighborhood activities.
    c. Discuss home visits by the teacher, nurse, and aides.
    d. Use of cafeteria for social functions.

6. Learn pupil responsibilities to the school.
    a. Participate in classroom activities.
    b. Participate in special activities.
    c. Know the rules governing the school.
    d. Use equipment safely.
    e. Share in the care of the room.

f. Keep the playground neat and clean.
g. Learn proper school conduct.
h. Learn proper conduct during emergencies.
i. Develop good work habits.

7. Learn to live safely at school.
   a. Know playground rules and standards.
   b. Know proper use of the equipment.
   c. Respect authority.
   d. Know proper conduct in the lunch lines and cafeteria.
   e. Respect public property.

8. Know how to keep healthy at school.
   a. Discuss proper clothing.
   b. Talk about snack foods.
   c. Learn what to do on very hot days.
   d. Discuss personal hygiene habits.
   e. Discuss personal appearance.
   f. Become familiar with services provided by nurse, dentist, and doctor.

D. Living Together in the Neighborhood

1. Know the neighborhood.
   a. Talk about, "What is a neighbor?"
   b. Discuss changes in the neighborhood.
      (1) Homes
      (2) Apartments
      (3) Roads, freeways
      (4) Stores
      (5) Construction

   c. Learn about plants and animals in the neighborhood.
   d. Discuss the location of the neighborhood.
   e. Discuss the physical structure of the neighborhood.
   f. Talk about the weather.

2. Know the people in the neighborhood.
   a. Talk about specific people in the neighborhood.
      (1) Neighbors
      (2) Friends
      (3) People at the market
      (4) People at the bakery
      (5) Milkman
      (6) Postman
      (7) Service station manager

   b. Learn about neighborhood helpers.
      (1) Teacher
      (2) Fireman

(3) Policeman
(4) Doctor
(5) Banker

c. Learn about the many different types of workers and the interdependence of many types of jobs or occupations.
d. Discuss how people work together to provide services to the home, school, and neighborhood.
e. Become aware that the amount of money people have depends upon their earnings from work or other income.
f. Become familiar with neighborhood centers.
(1) Movies
(2) Parks
(3) Playgrounds
(4) Hospital
(5) Library
(6) Police station
(7) Fire station
(8) Churches
(9) Banks
(10) Stores
(11) Civic Center
(12) Restaurants
(13) Schools
(14) Other neighborhood centers

g. Become familiar with means of transportation.
(1) Automobile
(2) Bus
(3) Taxi
(4) Train
(5) Airplane
(6) Trucks – delivery and repair
(7) Water
(a) Harbor facilities
(b) Excursion boats

(8) Trailers
(9) Mobile homes

h. Become familiar with communication facilities.
(1) Newspaper
(2) Radio
(3) Television

i. Learn about neighborhood services.
(1) Telephone
(2) Postal

(3) Telegraph
(4) Protection services
    (a) Police
    (b) Fire

(5) Repair services
(6) Personal services
    (a) Laundry
    (b) Cleaners

(7) Food services
(8) Home services

j. Become aware of civic responsibilities.
    (1) Become aware of proper use and respect for public property.
    (2) Become familiar with local laws.
    (3) Understand that neighbors get along together by following rules and laws.
    (4) Talk about the relationships among neighbors.

k. Become familiar with the racial and the cultural backgrounds of the neighborhood.
    (1) Discuss contributions to the local neighborhood by people of various backgrounds.
    (2) Discuss customs of the local neighborhood.

l. Discuss ways in which neighborhoods vary and/or are alike.
m. Become aware of current events as they relate to the neighborhood.

III. DEVELOPING AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN HOME AND THE COMMUNITY

A. Relationship Between Neighborhood and Community

1. Understand the differences between a neighborhood and the community.
2. Talk about the location of the neighborhoods in a community.
3. Become familiar with the types of neighbors found in a community.
4. Become familiar with likenesses and differences of families in the community.

B. Families and Family Life

1. Become familiar with the likenesses and differences in individual families.
2. Learn to cooperate in the solution of family problems.
3. Know about family responsibilities.
4. Understand home rules.
5. Practice proper health habits.
6. Practice home safety habits.
7. Care for possessions.
8. Become familiar with how to care for members of the family.

C. The Needs of the Family

1. Know why family members must earn income.
2. Be familiar with types of work.
3. Understand why people work at different jobs.
4. Learn about the occupations of family members.
   a. Understand that family members may work in different places.
   b. Understand that families are supported in different ways.
5. Discuss ways money is spent.
6. Understand that people obey rules for the benefit of all.
7. Understand that different jobs require different skills.
8. Understand that the amount of money spent depends upon the amount earned.
9. Learn that people depend upon each other for goods and services that they can not provide for themselves.

D. Homes and People Within the Community

1. Learn that inventions change home life.
2. Become familiar with ways to improve and repair the home.
3. Learn how to keep the house and yard attractive.
4. Discuss why street names and house numbers are needed.
5. Respect differences in people:
   a. Racial
   b. Ethnic
   c. Religious
6. Understand why some children speak more than one language.

E. Friends

1. Understand the importance of having friends.
   a. Discuss ways of getting along with others.
   b. Talk about ways to keep friends.
   c. Discuss what one likes and dislikes about friends.
2. Know where friends and relatives live.

IV. BECOMING AWARE OF SERVICES IN THE COMMUNITY

A. Transportation and Communication

1. Know the importance of transportation and communication.
2. Be familiar with means of transportation within the community.
3. Know means of transportation from the immediate community to the central city.
4. Become familiar with means of communication within the community.
   a. Use of the telephone
   b. Importance of the post office
      (1) Use of stamps
      (2) Letter rates
      (3) Types of mail
      (4) Postal services
      (5) Mailing procedures
   c. Use of the newspaper
5. Become familiar with the means of communication between the immediate community and the central city.

B. Facilities and Services

1. Be aware of community facilities and agencies.
   a. Schools
   b. Library
   c. Police department
   d. Fire department
   e. Post office
   f. Gas stations
   g. City hall
   h. Bakery
   i. Clothing stores
   j. Supermarket
   k. Shopping centers
   l. Churches
   m. Hospital
   n. Airport

2. Understand that some public services are provided by taxes.
   a. Schools
   b. Libraries
   c. Museums
   d. Parks
   e. Beaches
   f. Police departments
   g. Fire departments

V. DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

A. Days of Observance

1. Become familiar with days of observance.
   a. Columbus Day
   b. Thanksgiving Day
   c. Hanukkah
   d. Christmas Day
   e. Easter
   f. Admission Day
   g. Veterans Day
   h. Memorial Day
   i. Flag Day
   j. Fourth of July (Independence Day)
   k. Cinco de Mayo
   l. Negro History Week
   m. Labor Day
   n. New Year's Day

2. Be aware of the customs and traditions associated with the days of observance.

B. Contributions of Outstanding Americans

1. Be aware of characteristics of a leader.
2. Become familiar with the contributions of some outstanding Americans, such as:
   a. George Washington
   b. Father Junipero Serra
   c. Martin Luther King, Jr.

VI. DEVELOPING AN UNDERSTANDING OF THE CITY OF LOS ANGELES

A. Environment

1. Become familiar with some geographical features of Los Angeles.
2. Be aware of environmental factors affecting the food and water supply.
3. Understand the effect of weather and climate on work and recreational activities.
4. Know the effect of environmental changes.
   a. Housing developments
   b. Parks
   c. Freeway systems
   d. Shopping centers
5. Know the importance of pure air, water, and adequate sanitary facilities.

B. Interrelationships Within the City

1. Talk about the various communities situated within Los Angeles.
   a. Subdivisions or residences
   b. Shopping centers
   c. Apartments and condominiums
   d. Civic Center
2. Discuss the relationships of various families.
   a. Share the same stores and organizations.
   b. Share the same agencies, recreation areas, and schools.
3. Know that taxes support public agencies.
4. Understand the need to work together to provide materials and services.
5. Understand that products of one area are exchanged for products of another area.
6. Understand how money is used to pay for goods and services.
7. Talk about the effect of specialization on the growth of the city.
   a. Industrial center
   b. Movie industry
   c. Clothing industry

C. Living and Working in Los Angeles

1. Discuss factors which have changed patterns of living and working.
2. Become familiar with the various industries in the area.
3. Talk about duties of city government workers.
4. Become familiar with some of the laws enacted for safety and protection.
5. Become familiar with the cultural, educational and recreational aspects of Los Angeles.
6. Recognize the contributions of people with various cultural and racial backgrounds to the growth and development of the city.
7. Become aware of current events as they relate to Los Angeles.

VII. DEVELOPING AN UNDERSTANDING OF OUR HERITAGE

A. Heritage of Class Members

1. Become familiar with the backgrounds of class members.
   a. Become familiar with the reasons why people come to Los Angeles.
   b. Talk about the origin of one's family.
   c. Discuss the background of forebears.
   d. Talk about the problems encountered in moving and settling in Los Angeles.
   e. Be aware of the changes since the family settled in the city.
   f. Share the feelings one has about living in the city of Los Angeles.
   g. Become familiar with the occupations of parents.
   h. Compare family employment in Los Angeles with that in a previous area.

2. Compare the ways our forebears lived in comparison to present mode of living.
   a. Kinds of work
   b. Home
   c. Food
   d. Dress
   e. Arts and crafts
   f. Music and dancing
   g. Customs
   h. Education
   i. Religion
   j. National holidays

B. American Heritage

1. Know individual responsibilities as citizens.
2. Learn about individuals who have contributed to American culture, history, and heritage.

SCIENCE

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY	DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY	DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY	DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY
Properties of matter	Heat and sound energy	Magnetic and electrical energy	Mechanical energy
DEVELOPING AN UNDERSTANDING OF LIVING THINGS	DEVELOPING AN UNDERSTANDING OF LIVING THINGS	DEVELOPING AN UNDERSTANDING OF LIVING THINGS	DEVELOPING AN UNDERSTANDING OF LIVING THINGS
Living things Non-living things	Needs of living things	Kinds of plants and animals	Classification of living things
DEVELOPING AN UNDERSTANDING OF THE EARTH	DEVELOPING AN UNDERSTANDING OF THE EARTH	DEVELOPING AN UNDERSTANDING OF THE EARTH	DEVELOPING AN UNDERSTANDING OF THE EARTH
Earth	Air	Rocks and soil	Water and weather
DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH	DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH	DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH	DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH
Sun	Sun	Sky	Outer-space
DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY	DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY	DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY	DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY
Senses	Major parts	Growth	Systems

I. DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY

A. Properties of Matter

1. Become aware that objects of the same size can have different weights.
2. Become aware that objects can have the same shape but different size.
3. Learn that objects can have different colors and textures.
4. Understand that there are three forms of matter.
5. Learn that matter can be living or non-living.
6. Understand that man uses various forms of matter to provide his basic needs.

B. Heat Energy

1. Learn that matter can change from one state to another.
2. Discover how heat is added or taken away to change the state of matter.
3. Understand that heat is a form of energy.
4. Realize that all living things need heat.
5. Learn some of the ways man uses heat energy.

C. Sound Energy

1. Be aware that sound is all around us.
2. Learn that sounds are made when something moves.
3. Learn that there are different kinds of sounds.
4. Understand that sound travels.
5. Learn how sounds help man.

D. Magnetic and Electrical Energy

1. Learn that magnets can push and pull some objects.
2. Understand that man uses magnets to do work.
3. Understand that electricity flows through wires and other substances.
4. Learn that a switch is used to turn electricity on and off.
5. Become familiar with some electrical applicances and machines in the home.

E. Mechancial Energy

1. Know that machines help to do work.
2. Know that the lever, wheel, and inclined plane are simple machines.
3. Learn that simple machines can be combined to do more than one kind of work.
4. Become familiar with some machines used in the home and the community that make work easier and quicker.

II. DEVELOPING AN UNDERSTANDING OF LIVING THINGS

A. Non-living Things

1. Understand that all matter on earth is living or non-living.
2. Realize the differences between living and non-living things.
3. Learn that non-living things are alike.
   a. Cannot move
   b. Cannot breathe
   c. Do not need food
   d. Cannot grow
   e. Cannot reproduce

B. Living Things

1. Understand that there are two large groups of living things.
   a. Plants
   b. Animals
2. Learn that living things have certain characteristics.
   a. Move
   b. Breathe
   c. Grow
   d. Reproduce
   e. Need food and water

C. Needs of Living Things

1. Learn that most plants need air, sunlight, water, and good soil.
2. Learn that animals need food, air, and water.
3. Be aware that man needs to protect plants because they:
   a. Provide food for man and animals.
   b. Provide shade and shelter for animals and other plants.
   c. Add beauty to our lives.
4. Know that animals have homes.
   a. Learn that some animals live on land and others live in water.
   b. Understand that animals build homes in different ways.
5. Be familiar with why animals move in different ways.
6. Learn how animals protect themselves.
7. Learn how different animals get food.
8. Understand that animals eat plants and/or other animals.
   a. Be aware that wild animals obtain their own food.
   b. Know that pets and farm animals are domesticated and depend upon man for their food and shelter.

D. Kinds of Plants and Animals

1. Understand that there are different kinds of plants.
   a. Green and non-green
   b. With seeds
   c. Without seeds
   d. Wild and domesticated
   e. New plants from seeds, bulbs, and parts of other plants
2. Become familiar with parts of plants.

3. Become familiar with parts of flowers.
4. Realize that parts of plants are eaten, and that some plants are harmful.
5. Know that some animals help disperse seeds and pollinate plants.
6. Learn that some animals are hatched from eggs and others are born alive.
7. Know that there are wild and domesticated animals.
8. Learn that some animals are helpful to man.
9. Be aware that some animals hibernate.
10. Be aware that some animals migrate.
11. Be aware that some animals live in flocks, schools, herds, and colonies.
12. Understand that some animals have not survived the ages.
13. Learn about plants and animals of today that are threatened with extinction.
14. Understand that there are laws to protect plants and animals.
15. Know that plants and animals are interdependent.

E. Classification of Living Things

1. Understand how animals are grouped.
   a. Animals are grouped by body structure.
      (1) With backbones
      (2) Without backbones
   b. Animals can be grouped as warm blooded or cold blooded.

2. Become familiar with the ways animals in various groups are alike.
   a. Animals with backbones
      (1) Mammals
         (a) Have fur or hair
         (b) Bear live babies
         (c) Feed their babies milk
         (d) Breathe through lungs
         (e) Are warm blooded
      (2) Birds
         (a) Have feathers
         (b) Have two wings and two legs
         (c) Have a bill
         (d) Hatch from eggs
         (e) Breathe with lungs
         (f) Are warm blooded
      (3) Reptiles
         (a) Have scales
         (b) Have short legs or no legs
         (c) Breathe with lungs
         (d) Are cold blooded
      (4) Amphibians
         (a) Have skin
         (b) Breathe with gills when young, and with lungs when grown
         (c) Go through metamorphic changes
         (d) Are cold blooded
      (5) Fish
         (a) Have skin

(b) Live in water
(c) Breathe with gills
(d) Are cold blooded

b. Animals without backbones (arthropods)
(1) Insects
(a) Have six legs and two feelers
(b) Have a body divided into three parts
(c) Have hard body covering
(d) Breathe through holes in the sides of their body
(e) Go through metamorphic changes

(2) Other animal groups
(a) Arachnids – spiders
(b) Crustaceans – crayfish, crabs
1 Have hard shell-like skin, which is jointed
2 Shed skin as they grow
3 Have two sets of antennae
4 Have many legs

(c) Molluscs – oysters, clams
1 Live within a protective wall or shell
2 Have a shell that grows with animal

3. Become familiar with the ways plants in various groups are alike.
a. Plants with seeds
(1) Flower with seeds
(2) No flower – seeds in cones

b. Plants without seeds
(1) Ferns
(2) Algae – in aquarium or pond
(3) Fungi – mushrooms, molds, bacteria

III. DEVELOPING AN UNDERSTANDING OF THE EARTH

A. Earth

1. Understand that the earth is very large.
2. Realize that the earth is almost round.
3. Understand that the earth is made of land, water, and air.
4. Know that there are many living things on earth.
5. Know that the earth's surface varies.
6. Understand that the earth turns.

B. Air

1. Understand that air is all around us.
2. Understand that air is a form of matter.
3. Learn that the temperature of air changes.
4. Know that wind is moving air.
5. Learn that air has water.
6. Understand that air has weight and exerts pressure.
7. Know that almost all living things use air.

C. Rocks and Soil

1. Understand that rocks are a form of matter that is not living.
2. Realize that land is made of different kinds of rocks and soil.
3. Understand that there is rock under the land and water parts of the earth.
4. Know that the movement of rocks under the land brings about changes on the land surface.
5. Understand that fossils tell us about plants and animals that lived long ago.
6. Know that various forms of matter within the earth are used by man as fuel.

D. Water and Weather

1. Learn that water is a liquid.
2. Understand that water is a form of matter.
3. Understand that parts of the earth are covered with water.
4. Understand that water can change the earth's surface.
5. Understand that water may be found as a solid, liquid, or gas.
6. Understand that temperature changes affect weather.
7. Know that clouds contain water that falls to earth as rain, snow, or hail.
8. Realize the effects of weather on all living things.
9. Learn how man has developed ways to adapt to the weather.

IV. DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

A. Sun

1. Understand that the sun is very large and very far away.
2. Know that the sun gives us light and heat.
3. Realize that sunlight causes objects to cast shadows.
4. Understand that the sun helps to make things grow.
5. Be aware that the sun is in the center of the solar system.
6. Be aware that sunlight causes day, and lack of sunlight causes night.
7. Learn that the sun appears to rise in the east and set in the west.

B. Sky

1. Learn that stars are suns.
2. Understand that stars are very far away.
3. Realize that the sun is the nearest star to the earth.
4. Learn that clouds give us fog, rain, and snow.
5. Understand that the moon reflects light from the sun.
6. Realize that the sun is useful to man.

C. Outer Space

1. Be aware of the solar system.
2. Learn that man is developing many ways to study space.
3. Learn that man has developed ways to travel in space.
4. Become aware of some of the problems involved in the study of space and space travel.

V. DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

A. Senses

1. Understand that the senses tell us about the world around us.
2. Be aware that we learn through using the senses.
3. Be aware that we use our senses to find things.
4. Be aware that we use our senses to identify things.
5. Understand that we use our senses to solve problems.
6. Learn the proper care of the sense organs.

B. Major Parts

1. Be aware that bones make up the body's frame.
2. Understand that bones support and protect the body.
3. Be aware that muscles shape the body.
4. Be aware that muscles help the body move.
5. Understand that muscles work together.
6. Understand that the heart pumps blood throughout the body.
7. Understand that blood carries food for growth to all parts of the body.

C. Growth

1. Understand that the body becomes larger as it grows.
2. Be aware that the body changes.
3. Know that growth is rapid in childhood and decreases as one gets older.
4. Know that growth can be measured.
5. Know that growth and change take a long time but continue throughout life.
6. Be aware that many factors affect growth.

D. Systems

1. Know that food helps us grow.
2. Become familiar with the basic foods.
3. Be aware of how food is digested.
4. Understand how the body uses food.
5. Know that the lungs hold air.
6. Understand that the body needs oxygen.
7. Understand how food and oxygen are used by the body.

ART

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
EXPLORING THE ELEMENTS OF ART	EXPLORING THE ELEMENTS OF ART	EXPLORING THE ELEMENTS OF ART	EXPLORING THE ELEMENTS OF ART
Color	Color	Color	Color
Line	Line	Line	Line
Texture	Form and space	Form and space	Form and space
	Texture	Texture	Texture
ACQUIRING ART EXPERIENCES	ACQUIRING ART EXPERIENCE	ACQUIRING ART EXPERIENCE	ACQUIRING ART EXPERIENCE
Media	Media	Media	Media
Experiences	Experiences	Experiences	Experiences
RESPECTING AND APPRECIATING THE ART WORK OF OTHERS	RESPECTING AND APPRECIATING THE ART WORK OF OTHERS	RESPECTING AND APPRECIATING THE ART WORK OF OTHERS	RESPECTING AND APPRECIATING THE ART WORK OF OTHERS
Appreciation	Appreciation	Art principles	Art principles
		Appreciation	Appreciation

I. EXPLORING THE ELEMENTS OF ART

A. Color

1. Observe color in nature and in man-made objects.
2. Recognize and name colors.
3. Recognize and group warm and cool colors.
4. Explore primary colors.
   a. Red
   b. Yellow
   c. Blue
5. Explore secondary mixtures of two primary colors.
   a. Orange
   b. Violet
   c. Green
6. Experiment with tints and shades of colors.
7. Explore color harmonies.
   a. Complementary – opposite each other on a color diagram
   b. Monochromatic – different values and intensities of the same color
   c. Analogous – neighboring colors on a diagram
8. Learn that value refers to the degree of dark and light (black and white) existing in color.
   a. Show contrast and emphasis.
   b. Minimize or exaggerate size.
   c. Create differences
9. Explore intensity – brightness and dullness.
10. Continue to develop an understanding of color.
    a. Individual use
    b. Work of others

B. Line

1. Observe line in nature and in man-made objects.
   a. Structure
   b. Pattern
   c. Tension
   d. Delineation
2. Experiment with the qualities of line.
   a. Thick
   b. Textured
   c. Blurred
   d. Sketched
   e. Scribbled
   f. Delicate
   g. Thin
   h. Precise
   i. Ruled
   j. Accented
   k. Hard
   l. Bold

3. Explore movement of line.
   a. Vertical
   b. Horizontal
   c. Diagonal
   d. Curved
4. Observe skillful use of line in various works of art.

C. Form and Space

1. Learn about form and shape.
2. Observe forms and spaces in natural and in man-made objects.
3. Experiment with various forms.
   a. Regular or irregular
   b. Defined or suggested
   c. Simple or complex
   d. Natural or man-made
   e. Free form
   f. Two and three dimensional
   g. Large and small
4. Observe form and space in various works of art.

D. Texture

1. Learn that texture describes how things feel.
2. Touch and feel various textures in objects.
3. Experiment with texture in modeling, carving, collage, and so forth.
4. Experiment with texture in painting and drawing.
   a. Painting – Texture affects color quality.
   b. Drawing – Texture is suggested by strokes.
5. Observe photographs and pictures that show use of texture.

II. ACQUIRING ART EXPERIENCES

A. Media

1. Use a variety of art materials.
   a. Crayon
   b. Tempera
   c. Paper
   d. Clay
   e. Colored chalk
   f. Natural materials
   g. Water color

2. Develop desirable work habits in using art tools and materials.

B. Experiences

1. Use crayons.
   a. Rubbing
   b. Resist
   c. Etching
   d. Batik

2. Explore tempera.
   a. Color harmonies
   b. Finger painting
   c. Brush painting
   d. Sponge painting
   e. Monoprinting
   f. Brayer printing
   g. Stamp printing
   h. Screen printing

3. Experiment with paper.
   a. Paper texture
   b. Manipulation
      (1) Bend
      (2) Twist
      (3) Curl
      (4) Roll
      (5) Pleat
      (6) Weave
      (7) Tear
      (8) Cut
      (9) Braid
      (10) Fringe
      (11) Slit

   c. Construction
      (1) Sculpture
      (2) Paper bag masks
      (3) Paper bag figures

d. Lamination
   (1) Wax paper
   (2) Tissue paper

e. Papier mache

4. Manipulate with clay.
   a. Modeling forms from total mass of clay
      (1) Pinch and pull
      (2) Roll
      (3) Shape
      (4) Bend
      (5) Smooth

   b. Slab construction
   c. Coil construction
   d. Enriching the surface
   e. Finishing clay objects
      (1) Firing
      (2) Glazing

5. Discover ways of printing.
   a. Printing with natural objects
      (1) Vegetables
      (2) Leaves

   b. Printing with a sponge
   c. Printing with industrial objects
   d. Printing with a brayer
   e. Printing with a string
   f. Printing with a screen
   g. Printing with a cut block
      (1) Linoleum block
      (2) Wood block
      (3) Plaster block
      (4) Styrofoam block
      (5) Slab of clay

   h. Printing with a stencil

6. Utilize materials for collage.
   a. Paper
   b. Fabric
   c. Natural material
   d. Combination of material

7. Create a group picture.
8. Discover ways of making a mosaic.
   a. Paper

b. Fabric
c. Natural materials
d. Tile
e. Combining materials

9. Experiment with carving.
   a. Vermiculite
   b. Soap
   c. Clay
   d. Wood

10. Utilize wire in sculpturing.
    a. Shapes
    b. Objects
    c. Outdoor scenes
    d. Self
    e. Others
       (1) Still
       (2) Moving

11. Learn to observe and sketch.
    a. Shapes
    b. Objects
    c. Outdoor scenes
    d. Self
    e. Others
       (1) Still
       (2) Moving

12. Experiment with sand casting.
13. Explore watercolor.
    a. Color mixing
    b. On wet paper
    c. On dry paper
    d. Brush strokes
    e. Overpainting
    f. Combined with other media

14. Experiment with mixed media.

III. RESPECTING AND APPRECIATING THE ART WORK OF OTHERS

A. Art Principles

1. Become familiar with the basic principles of art.
   a. Dominance and subordination of:
      (1) Size
      (2) Color
      (3) Shape
      (4) Contrast
      (5) Dark and light
      (6) Texture

   b. Proportion – relationships of space division
   c. Balance – sense of visual equilibrium
   d. Opposition – use of the art elements in contrast
   e. Transition – creation of movement from one area to another by use of the art elements
   f. Rhythm – arrangement of the art elements in repetition to achieve a harmonious result
   g. Repetition – repeated use of the art elements to produce rhythm and pattern in design

2. Observe the expression of basic art principles in the environment.
3. Evaluate art works in terms of art principles.

B. Appreciation

1. Observe classmates' art work.
2. Observe with appreciation the works of people of different backgrounds.
   a. Learn to appreciate the art heritage of others.
   b. Discuss pictures and objects of art.

3. Become familiar with work of famous artists.
   a. React to pictures.
   b. Understand how the artist works and conveys his ideas.
   c. Become familiar with famous works of art.

4. Become more critical in evaluation of own work.

MUSIC

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS	DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS	DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS	DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS
Sounds	Elements of music	Listening to music	Listening to music
	Listening to music		
DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC	DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC	DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC	DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC
Voices	Pitch	Tone quality	Rhythm and phrasing
	DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION	DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION	DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION
	Blank notation	Notation on staff	Musical notation
DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC	DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC	DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC	DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC
Ways of moving	Ways of moving	Basic dances	Basic dances
Moving to music	Moving to music		
DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS	DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS	DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS	DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS
Listening to rhythm and tonal instruments	Listening to rhythm and tonal instruments	Listening to rhythm and tonal instruments	Listening to rhythm and tonal instruments
Performance with rhythm and tonal instruments	Performance with rhythm and tonal instruments	Performance with rhythm and tonal instruments	Performance with rhythm and tonal instruments

I. DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS

A. Sounds

1. Listen to identify various sounds.
   a. Sounds of nature
   b. Sounds of objects

2. Listen to identify musical sounds.
   a. Familiar songs
   b. Singing games

B. Elements of Music

1. Recognize and identify contrasts in the elements of music.
   a. Pitches -- higher, lower
   b. Dynamics – louder, softer
   c. Tempos – faster, slower
   d. Rhythms – even, uneven
   e. Durations – ascending, descending
   f. Sections – like, unlike
   g. Moods

2. Verbalize the differences.

C. Listening to Music

1. Become familiar with the sounds of certain instruments of the orchestra.
2. Listen to the work of composers.
   a. Contemporary composers.
   b. Great composers of the past.

3. Listen to popular music.

II. DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC

A. Voices

1. Identify and describe the differences between speaking and singing voices.
2. Identify and describe the differences between the singing voices of men and women.
3. Sing simple songs.

B. Pitch

1. Use the voice in matching tones and for singing in tune.
2. Select and sing the correct pitch of a familiar song from an appropriate introduction.
3. Sing simple songs.
   a. Familiar songs
   b. In unison
4. Sign with accompaniment.
   a. Recordings
   b. Rhythm and tonal instruments
   c. Piano and other instruments

C. Tone Quality

1. Sing independently with improved tone quality.
2. Sing in unison, with improved tone quality, and with accuracy of pitch.
3. Sing descants and rounds.

D. Rhythm and Phrasing

1. Sing independently and in unison, with accuracy of rhythm.
2. Improve ability to phrase a song.
3. Participate in two part singing.

III. DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION

A. Blank Notation

1. Become aware of notation as symbolizing patterns.
2. Use blank notation to show ascending and descending patterns in a song.

B. Notation on the Staff

1. Understand and use symbols for music notation.
2. Understand and use vocabulary.
   a. Staff
   b. Notes
   c. Cleft
   d. Bar line
   e. Time signature
   f. Rest
   g. Ascending
   h. Descending

C. Musical Notation

1. Learn the letter names of the notes.
2. Identify the different kinds of notes.

IV. DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC

A. Ways of Moving

1. Investigate different ways of moving from place to place.
   a. Walk
   b. Run
   c. Skip
   d. Hop
   e. Gallop
   f. Slide
   g. Jump
   h. Trot
2. Become familiar with different ways of moving in place.
   a. Twist and turn
   b. Bend and stretch
   c. Rise and fall
   d. Swing and sway
3. Explore moving to music with others in a group.
   a. Various directions
   b. Various levels
   c. Various speeds

B. Moving to Music

1. Interpret rhythms and express self creatively through movement.
   a. Movement of animals
   b. Make-believe characters
   c. Various objects of play
   d. Activities and occupations of people
   e. Movement of machines
   f. Elements of nature
   g. Moods and feelings
2. Respond through movement to the elements of music.
   a. Rhythm of melody – even, uneven
   b. Strong beats – accent
   c. Tempo – faster, slower
   d. Dynamics – louder, softer
   e. Pitches – higher, lower

C. Basic Dances

1. Perform simple steps and use them in simple dances.
   a. Walking steps
   b. Step-hop
   c. Step-swing
   d. Two-step
   e. Polka
   f. Waltz
   g. Cha-cha-cha
2. Learn folk dances.
3. Learn square dances.
4. Learn current dances.

V. DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS

A. Listening to Rhythm and Tonal Instruments

1. Listen to the sounds of various rhythm and tonal instruments.
2. Respond to pulse, accent, and patterns of rhythm.

B. Performance with Rhythm and Tonal Instruments

1. Explore sounds of various instruments.
2. Play rhythm and tonal instruments by ear.
   a. Melody bells
   b. Resonator bells
   c. Autoharp
3. Play from simple notation.
   a. Pupil-made instruments
   b. Rhythm and tonal instruments

PHYSICAL EDUCATION

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS	DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS	DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES	DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES
Interpreting subjects	Interpreting subjects	Creative movement	Creative movement
Interpreting activities	Interpreting activities	Basic steps and dances	Basic steps and dances
Interpreting stories	Interpreting stories		
GAINING AN UNDERSTANDING OF THE BODY'S PARTS AND SURFACES	GAINING AN UNDERSTANDING OF THE BODY'S PARTS AND SURFACES	DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES	DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES
Discovering and observing self	Discovering and observing self	Standards	Standards
Balance (static and dynamic)	Balance (static and dynamic)	Games	Games
DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS	DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS	DEVELOPING PHYSICAL FITNESS	DEVELOPING PHYSICAL FITNESS
Locomotor skills	Locomotor skills	Strength and power	Strength and power
Objects and equipment	Objects and equipment	Agility, coordination, speed, and balance	Agility, coordination, speed, and balance
Axial skills	Axial skills	Conditioning exercises	Conditioning exercises
Jump ropes	Jump ropes		
Apparatus skills	Apparatus skills		
Stunt skills	Stunt skills		
DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES	DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES		
Standards	Standards		
Games	Games		

I. DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

A. Interpreting Subjects

1. Imitate animals.
2. Imitate insects.
3. Imitate characters.
4. Imitate nature.

B. Interpreting Activities

1. Imitate athletes.
2. Imitate people working.
3. Imitate helping at home.
4. Imitate mechanical activities.

C. Interpreting Stories

1. Enact story sequence with all related activities.
2. Enact stories developed around a theme.
   a. Picnic at the beach
   b. A space trip
   c. Circus day

II. GAINING AN UNDERSTANDING OF THE BODY'S PARTS AND SURFACES

A. Discovering and Observing Self

1. Recognize and identify body parts and surfaces.
   a. Recognize own hands and feet.
   b. Recognize own head, eyes, nose, ears, shoulders, and so forth.
   c. Touch and name the parts and surfaces of the body: head, neck, trunk, arms, and legs.
   d. Touch body parts to other body parts.
   e. Touch body parts to body surfaces.
   f. Touch body surfaces to other body surfaces.
   g. Move the body as a whole by twisting, turning, swaying, and bending.
   h. Move body parts together and separately.

2. Understand the body and its position in space.
   a. Touch parts of the body on the left and right side.
   b. Move parts of the body on the left and right side.
   c. Name parts of the body on the left and right side.
   d. Move the whole body by rolling on the side to the left and to the right and by rocking on the seat forward and backward.
   e. Move the left or right arm and leg separately and/or together across the front part of the body.
   f. Bend the top part of the body to touch the bottom part of the body.
   g. Roll head over heels forward and backward.

3. Understand the body and its image and position in space (directionality).
   a. Name and locate the body parts and surfaces on a person, doll, picture, and flannelboard figures.
   b. Name and locate body parts and surfaces while stationary.
   c. Name and locate body parts while moving.
   d. Understand body image and position in space in relation to fixed objects.
      (1) Name the location of the body in relation to objects.
      (2) Name the location of an object in relation to the body.
      (3) Name the direction in which an object is moving.

   e. Name the body parts and surfaces of other people.
      (1) Indicate other people's body parts and their left and right side.
      (2) Describe other people's position and their body parts.

B. Balance (Static and dynamic)

1. Balance in sitting, kneeling, and standing positions.
   a. Balance on one foot.
   b. Balance with one foot directly behind the other.

2. Balance while moving in a straight line.
3. Balance while moving in a curving line.
4. Balance using a balance beam.
5. Balance using a balance board.

III DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

A. Locomotor Skills

1. Explore ways of moving.
   a. Creep
   b. Crawl
   c. Roll
   d. Walk
   e. Run
   f. Hop
   g. Jump
   h. Gallop
   i. Skip
   j. Leap
   k. Slide

2. Combine moving in place with moving from place to place.
   a. Jump and land
   b. Pivot
   c. Dodge
   d. Start and stop

B. Objects and Equipment

1. Manipulate small objects and equipment.
   a. Throw and catch bean bags.
   b. Use the parachute
      (1) Raise and lower the parachute.
      (2) Walk, run, jump to the left or right.

   c. Twirl, spin, roll, and jump over hula hoop.

2. Learn to control the use of a ball.
   a. Roll balls and retrieve them.
   b. Bounce and catch balls.
   c. Throw and catch balls.
   d. Kick balls.
   e. Strike balls with the hand.
   f. Strike balls with the hand and hit a target.
   g. Run while bouncing a ball.

C. Axial Skills

1. Develop skills in a variety of movements.
   a. Bend and stretch
   b. Push and pull
   c. Rise and fall
   d. Swing and sway
   e. Twist, turn, and whirl
   f. Lift and lower

2. Learn to combine a variety of movements.

D. Jump Ropes

1. Develop balance and coordination by using the jump ropes.
   a. Jump in rhythm to words, "Jump, jump."
   b. Jump two times on one side of a stationary rope on the ground.
   c. Jump over a stationary rope on the ground.
   d. Walk, then jump over a stationary rope on the ground.
   e. Walk, run, and jump over a low-swinging rope.
   f. Turn a long rope rhythmically left and right.
   g. Double jump while standing next to the rope.
   h. Run in and jump as the rope is turned.
   i. Run out of the rope after jumping.
   j. Run in with a partner.

2. Learn to jump and turn using a long and short rope.
   a. Jump in place with a short rope.
   b. Jump using a long rope.

E. Apparatus Skills

1. Develop proficiency in movement skills through use of the climbing cube.
   a. Climb around lowest level and return to starting place.
   b. Climb up and down first two levels on outside, moving alternately up one section to second level and down.
   c. Climb through squares at lowest level, in one side and out on opposite side.
   d. Climb around outside at lowest level; climb up and around second and third level, and climb down inside apparatus.
   e. Climb up one side, then through squares of second level, and down opposite side.

2. Develop proficiency in movement skills through use of the climbing tree.
   a. Climb on and climb off.
   b. Climb all the way around.
   c. Climb to top and down other side.
   d. Climb through apparatus and out other side.
   e. Climb to top and slide down pole.
   f. Climb up pole and slide down.
   g. Climb around apparatus and out other side.
   h. Climb up on outside and down on outside.

3. Develop proficiency in movement skills through use of horizontal bars.
   a. Hang with both hands on bar.
   b. Hang with both arms folded over bar.
   c. Hang, put chin over bar, and raise legs.
   d. Hang and put both feet over bar.
   e. Hang by two hands and two knees.
   f. Hang by knees and let hands go.
   g. Hang by two hands and one knee.

4. Develop proficiency in movement skills through use of the horizontal ladder.
   a. Hang and drop.
   b. Travel a single rail.
   c. Swing and drop.

d. Travel a double rail.
e. Single-rung and double-rail straddle.

5. Develop proficiency in movement skills through use of the traveling rings.
   a. Mount and dismount.
   b. Hang and swing.

F. Stunt Skills

1. Develop self-testing stunts.
   a. Beanbag stunts, such as:
      (1) Wearing a crown
      (2) Hit the box
      (3) Beanbag slide
      (4) Throw high and clap
      (5) Hit the target

   b. Others, such as:
      (1) Heel and toe the line
      (2) Hop forward and back
      (3) Three jumps
      (4) Step over stick
      (5) Skip around the circle
      (6) Pony express

2. Explore movement in a horizontal, vertical, and inverted body position through individual stunts.
   a. Log roll
   b. Rising sun
   c. Egg sit
   d. Bear walk
   e. Duck walk
   f. Monkey run
   g. Sit-ups
   h. Tightrope walking
   i. Crab walk
   j. Dog run
   k. Human ball
   l. Somersault
   m. Jump and slap heels
   n. Jack knife
   o. Dervish jump
   p. Jack in the box
   q. Thread the needle
   r. Over the rope

3. Explore movement in a horizontal, vertical, and inverted body position through dual stunts.
   a. Wheelbarrow
   b. Bouncing ball
   c. Hand wrestle

IV. DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

A. Creative Movement

1. Learn to move effectively and creatively to develop a sense of rhythm.
   a. Clap and move in time to various rhythms – even, uneven.
   b. Clap and move in time to various tempos – fast, slow.
   c. Clap and move in time to different dynamics – loud, soft.
   d. Differentiate between high and low pitches.
   e. Change movement as musical phrases change.
   f. Keep time to uneven rhythms and move in various ways.
   g. Keep time to even rhythms and move in various ways.
   h. Keep time in place and move arms, legs, and body.
   i. Move in place and keep time.

2. Learn to handle objects and perform a rhythmic routine to music.
   a. Ball
   b. Hoop
   c. Rope

B. Basic Steps and Dances

1. Perform singing games.
2. Perform basic steps and simple folk dances to music.
   a. Step-hop
   b. Step-swing
   c. Two-step
   d. Waltz

3. Perform basic square dance formations and patterns and dances.
   a. Steps
   b. The square
   c. Honors right, honors left
   d. Circle left
   e. Swing
   f. Promenade
   g. Allemande left
   h. Grand right and left
   i. Dos-a-dos
   j. Do-pas-o
   k. Sashay

4. Perform basic contemporary dances.

V. DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

A. Standards

1. Develop standards for sportsmanship.
   a. Take turns.
   b. Cooperate with others.
   c. Learn to be a follower or leader.
   d. Care for equipment and supplies.
   e. Accept suggestions and criticisms.
   f. Follow directions given by the teacher or pupil.

2. Be willing to attempt new skills.

B. Games

1. Participate in simple games.
   a. Line
   b. Tag
   c. Court
   d. Circle
   e. Diamond
   f. Hopscotch

2. Participate in games using more complex skills.
   a. Basketball
   b. Football
   c. Handball
   d. Kickball
   e. Soccer
   f. Softball
   g. Volleyball
   h. Tetherball

3. Participate in track activities.
   a. Learn to run.
      (1) Short distances
      (2) Middle distances
      (3) Long distances
      (4) A relay

   b. Learn to jump.
      (1) A standing long jump
      (2) A running long jump

   c. Learn to throw.
      (1) A baseball for distance
      (2) A baseball for accuracy

VI. DEVELOPING PHYSICAL FITNESS

A. Strength and Power

1. Develop strength and power.
   a. Arms and shoulders
   b. Abdominal muscles
   c. Back muscles
   d. Legs
   e. Lateral hip and thigh muscles

2. Develop strength and power through exercise and the use of equipment.

B. Agility, Coordination, Speed, and Balance

1. Develop and increase agility.
   a. Perform shuttle runs.
   b. Jump and turn.
   c. Perform various individual stunts.

2. Improve coordination.
   a. Perform the jumping jack.
   b. Perform a jump and half-turn.

3. Develop speed.
   a. Sprint 25, 50, 75, 100 yards.
   b. Skip, hop, jump, leap, slide, gallop to increase speed.

4. Improve balance.
   a. Stand on one foot.
   b. Stand on top of a balance beam and walk.
   c. Stand on top of a balance board, bend, and stretch.

C. Endurance

1. Increase endurance of the total body.
   a. Deep breathing.
   b. Walk for distance.
   c. Run in place.
   d. Jog, increasing the distance.
   e. Climb stairs.
   f. Jump rope.
   g. Hop and skip, increasing the time.

2. Develop endurance in arms and shoulders.
   a. Stand, extend arms and hold for an increasing length of time.
   b. Stand, circle and swing arms for an increasing length of time.

3. Develop endurance in the leg muscles.
   a. Perform leg swings.
   b. Perform balances with legs extended.
   c. Perform bicycle exercises for an increasing length of time.

D. Conditioning Exercises

1. Learn warm-up activities.
   a. Treadmill
   b. Lariat
   c. Dipper
   d. Jumping jack
   e. Thrust
   f. Bobble
   g. Twister
   h. Windmill
   i. Sit-up and push-up
   j. Running
   k. Rope jumping

2. Continue to use the apparatus (rings and ladder) and to perform stunts.

HEALTH

SCOPE AND SEQUENCE

PRE-PRIMARY

DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES

Personal cleanliness

Good grooming

Dental care

Care of ears, eyes, and nose

PRIMARY

APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING

Food needs of the body

Balanced meals

Good habits of eating and drinking

Table manners

INTERMEDIATE

DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE

Cleanliness and eating habits

Causes and control of illness

School health services

UPPER

UNDERSTANDING PHYSICAL, MENTAL EMOTIONAL, AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT

Signs of growth

Factors essential to proper growth

Factors necessary for a healthy personality

DEVELOPING AN AWARENESS OF HEALTH PROBLEMS THAT AFFECT THE HOME, THE SCHOOL, AND THE COMMUNITY

The home

The school

The community

Community health services

Medicines, drugs, alcohol, tobacco

I. DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES

A. Personal Cleanliness

1. Understand the need for washing and bathing.
2. Know when to wash and bathe.
   a. After getting up
   b. Before eating or handling food
   c. After work or play
   d. After using the bathroom
   e. Before going to bed

3. Learn proper washing and bathing habits.
   a. Discuss taking warm or cold baths.
   b. Talk about bathing time.
   c. Talk about taking a bath after work or play.
   d. Discuss how to bathe or shower.
   e. Demonstrate use of soap and water in washing hands and face.
   f. Discuss leaving the bathroom clean and orderly.

4. Learn the importance of proper drying.
   a. Discuss use of clean washcloth and towel.
   b. Talk about reasons to dry face, hands, behind ears, and between toes thoroughly.

B. Good Grooming

1. Learn the proper care for hair and scalp.
   a. Comb and brush hair daily.
   b. Use a clean comb.
   c. Avoid exchanging comb and brush with others.
   d. Wash hair frequently.

2. Realize that care should be given to the nails.
   a. Function of fingernails
   b. Cleaning and trimming
   c. Nail biting

3. Understand how to care for own clothing.
   a. Learn to care for clothes at home and school
      (1) Hang and store clothes.
      (2) Change clothes frequently.
      (3) Lace and tie shoes
      (4) Care for shoes.

   b. Compare the different types of clothing materials, such as cotton, wool, and nylon.

4. Know the proper use of tissue or handkerchief.
   a. Cover nose when blowing, coughing, or sneezing.
   b. Use tissue to prevent spreading of germs.
   c. Dispose of used tissue.

C. Dental Care

1. Learn to care for the teeth.
   a. Use a toothbrush.

b. Brush daily.
c. Eat proper food.
   (1) Drink milk to build strong teeth.
   (2) Eat celery, apples, and carrots to help clean teeth.
   (3) Drink water after meals.

d. Avoid injuries from cracking nuts with teeth.
e. Care for dental appliances.

2. Know some of the causes of tooth decay.
   a. Become aware of the harmful effects of sweets and carbonated beverages.
   b. Learn to use proper pressure habits.
   c. Become informed of the care of gums.

3. Know the importance of regular visits to the dentist.
   a. Frequency of dental visits
   b. Differences between school and family dentist
   c. X-ray in dental examinations

D. Care of the Ears, Eyes, and Nose

1. Recognize the need for daily, thorough cleaning.
2. Become familiar with practices that may injure the ears
   a. Blowing into the ear
   b. Making prolonged or loud noises
   c. Picking ears with pointed objects

3. Learn good habits of eye care.
   a. Proper lighting for reading, working, and TV viewing
   b. Regular eye examinations
   c. Proper removal of foreign objects from the eye
   d. Proper care of eyeglasses
   e. Care in throwing things

4. Learn good habits of nose care.
   a. Proper method of blowing nose
   b. Proper use of tissue or handkerchief

II. APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING

A. Food Needs of the Body

1. Become familiar with basic food groups.
   a. Be aware of foods for building strong muscles, teeth, and bones.
      (1) Milk and milk products
      (2) Eggs
      (3) Fish
      (4) Meats and poultry
      (5) Green vegetables
      (6) Fruit and fruit juices
      (7) Bread and cereals

   b. Be aware of the foods that furnish heat and energy.
      (1) Cereals and bread
      (2) Potatoes
      (3) Peas and beans
      (4) Fruits
      (5) Candies and cakes
      (6) Nuts
      (7) Butter and fats

   c. Know that foods protect health and keep the body running smoothly.
      (1) Leafy green vegetables
      (2) Tomatoes
      (3) Carrots
      (4) Fruits and fruit juices
      (5) Milk
      (6) Eggs
      (7) Water

   d. Be familiar with foods that help in the elimination of waste.
      (1) Raw fruits
      (2) Dried fruits
      (3) Vegetables containing fibrous materials
      (4) Liquids

2. Know the importance of eating a variety of foods and of trying new foods.

B. Balanced Meals

1. Learn the value of an adequate breakfast.
2. Be able to choose nutritious foods for snacks and between meals.
3. Learn the value of sea foods in the diet.
4. Be able to plan a well balanced lunch and dinner.

III. DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE

A. Cleanliness and Eating Habits

1. Understand the relationship of cleanliness to eating habits.
   a. Understand that fruits and vegetables should be washed.
   b. Avoid the exchange of partially eaten foods.
   c. Avoid eating spoiled foods.
   d. Keep hands and objects out of the mouth.
   e. Use own utensils.

2. Understand the relationship of cleanliness to disease prevention.

B. Causes and Control of Illness

1. Learn how germs get into the body.
   a. Mouth
   b. Nose
   c. Throat
   d. Breaks in the skin

2. Take precautions against the common cold.
   a. Avoid spitting.
   b. Avoid use of common utensils.
   c. Dress properly for inclement weather.
   d. Dispose of used tissues.

3. Stay home when ill.
   a. Learn to recognize early symptoms of illness.
   b. Become aware of others when one is ill.

4. Avoid handling unfamiliar substances.
   a. Discuss the reasons to avoid handling unfamiliar substances.
      (1) Medicines
      (2) Cleaning agents
      (3) Insecticides

   b. Learn what to do in emergencies.

5. Be aware of precautions with regard to food and water.
   a. Discuss the importance of clean food.
   b. Talk about the need for refrigerating foods.
   c. Point out the advantages of pure water.
   d. Know about precautions relating to use of public drinking fountains, towels, and toilet facilities.

C. School Health Services

1. Know about health services provided by the school.
   a. Nurse, doctor, dentist
   b. Health examination
   c. Hearing examination
   d. Vision examination
   e. Immunization program

2. Relate school health services to those in the home and community.

IV. UNDERSTANDING PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT

A. Signs of Growth

1. Recognize the signs of growth.
   a. Height
   b. Weight
   c. Posture

2. Realize how growth affects size of clothes and shoes.

B. Factors Essential to Proper Growth

1. Know the importance of proper exercise.
2. Realize the importance of rest and sleep.
   a. Rest and sleep develop strong muscles and a healthy body.
   b. Rest aids the brain.
   c. Rest helps the heart.
   d. Rest helps the body fight disease.

3. Be aware of the importance of relaxation.
4. Understand the importance of proper nutrition.
   a. Discuss foods necessary to growth.
   b. Learn the relationship of high-calorie foods to weight control.
      (1) Importance of calories
      (2) The body's need for vitamins and minerals

C. Factors Necessary for a Healthy Personality

1. Learn to develop positive attitudes toward oneself and others.
   a. Be honest.
   b. Develop friendships.
   c. Adjust to disappointments and accept criticism.
   d. Use "please" and "thank you."
   e. Use a pleasant voice.
   f. Develop acceptable work habits.
   g. Learn to develop self-control.
   h. Overcome unreasonable fears.
   i. Be able to share and take turns.
   j. Show courtesy and kindness to others.
   k. Differentiate between tattling and concern for others.
   l. Learn the difference between humor and teasing.

2. Develop an interest in leisure-time activities.
3. Learn to accept others with handicaps.
   a. Accept others wearing glasses.
   b. Accept others wearing braces.
   c. Accept those with corrective aids.

4. Be aware of the relationships between dental health and personality.
   a. Talk about teeth as an aid to speech.
   b. Learn the importance of an attractive smile.

5. Know proper social skills.
   a. Learn to be prompt for school and appointments.
   b. Learn proper table manners.

c. Learn introductions.
d. Learn to use the telephone properly.
e. Learn to practice good personal grooming habits.
   (1) Use the mirror to check appearance.
   (2) Use deodorant.
   (3) Use cosmetics.
   (4) Use nail file, emery board, and nail polish.

6. Learn that clean and appropriate clothing contribute to feelings of self respect.
   a. Learn how to wash certain types of clothing.
   b. Learn how to iron certain types of clothing.
   c. Wear desirable clothing for current weather or season.
   d. Select proper clothing for school.
   e. Select proper clothing for after-school activities.
   f. Select clothes for special occasions.

7. Be aware of individual growth differences between boys and girls.
   a. Talk about weight differences.
   b. Discuss differences in height.
   c. Develop wholesome boy-girl relationships.

8. Develop worthwhile personal goals.
9. Prepare for junior high school.
   a. Be aware of standards for work.
   b. Have good work habits.
   c. Accept responsibility for self and belongings.

V. DEVELOPING AN AWARENESS OF HEALTH PROBLEMS WHICH AFFECTS THE HOME, THE SCHOOL, AND THE COMMUNITY

A. The Home

1. Keep the home neat and clean.
2. Share responsibilities.
   a. Keep belongings in place.
   b. Keep yard, walls, and garage clean and orderly.
   c. Maintain sanitary conditions.
      (1) Disposal of rubbish
      (2) Disposal of garbage
      (3) Pets

B. The School

1. Understand a need for maintaining a clean school.
2. Share in the responsibilities of keeping the school neat and orderly.
   a. Classroom
   b. Hallways
   c. Lavatories
   d. Drinking fountains
   e. Cafeteria
   f. Library
   g. Playground

C. The Community

1. Help to keep streets, alleys, and sidewalks clean.
2. Understand the purposes of sanitation agencies.
3. Help to keep public and private property clean and attractive.

D. Community Health Services

1. Become familiar with community health services.
   a. Hospitals
   b. Clinics
   c. Public nurses
   d. Department of Public Health

2. Know about other community services.
   a. Animal shelters
   b. Community helpers for inspection, sanitation, and immunization.
   c. United Way

E. Medicines, Drugs, Alcohol, Tobacco

1. Understand the value of drugs, medicines, and household chemicals.
2. Learn about cautions with regard to the use of medicines, alcohol, and tobacco.
3. Be aware of drug labeling and control laws.
4. Know the dangers of drug use.
5. Be aware that alcoholic beverages affect human behavior.
6. Know the risks involved in the use of tobacco.

SAFETY

SCOPE AND SEQUENCE

PRE-PRIMARY	PRIMARY	INTERMEDIATE	UPPER
UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME	UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME	UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME	UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME
Dangers within the home	Dangers within the home	Dangers around the home	Dangers around the home
Dangers around the home	Dangers around the home	Safety practices in the home	Safety practices in the home
Safety practices in the home	Safety practices in the home		
UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL	UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL	UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL	UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL
School pedestrian safety rules	School pedestrian safety rules	School pedestrian safety rules	School pedestrian safety rules
School bus safety rules	School bus safety rules	School bus safety rules	School bus safety rules
Safety helpers	Safety helpers	Safety on a bicycle	Safety on a bicycle
Safety practices in the classroom	Safety practices in the classroom	Safety helpers	Safety helpers
Safety practices on the playground	Safety practices on the playground	Safety practices on the playground	Safety practices on the playground
Safety practices in other parts of the school	Safety practices in other parts of the school	Safety practices in other parts of the school	Safety practices in other parts of the school

I. UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

A. Dangers Within the Home

1. Recognize dangers within the various rooms.
   a. Kitchen
      (1) Stove
      (2) Appliances and electrical cords
      (3) Slippery and highly polished surfaces
      (4) Matches
      (5) Household supplies
      (6) Plastic bags
      (7) Hot objects
      (8) Sharp tools

   b. Bathroom
      (1) Medicines
      (2) Heater
      (3) Shower and tub

   c. Living room
      (1) Open fireplace
      (2) Sliding glass door
      (3) Picture window

2. Recognize dangers of stairs and steps.
   a. Loose carpeting
   b. Running up and down stairs

3. Recognize other dangers in the home.

B. Dangers Around the Home

1. Recognize dangers of flying kites.
   a. Metal wires on kites
   b. Flying kites near electrical wires
   c. Climbing trees to retrieve kites

2. Report presence of hazards to parents.
   a. Garden
      (1) Tools
      (2) Insecticides

   b. Sidewalk
      (1) Broken pavement
      (2) Wet and slippery

   c. Driveway
      (1) Gravel
      (2) Oil slick

   d. Yard
      (1) Play areas
      (2) Outdoor furniture
      (3) Tools

e. Garage

3. Understand the dangers when building and making repairs.
   a. Proper use of tools
   b. Ladders

C. **Safety Practices in the Home**

1. Store and care for toys.
   a. Selection of toys
   b. Toy guns

2. Care for pets.
3. Realize the danger of opening door to strangers in absence of parents.
4. Understand the need for adequate lighting.
   a. Reading
   b. Stairs
   c. Dark areas
   d. Night light

5. Dispose of waste and rubbish.
6. Know emergency procedures.
7. Know the techniques for prevention of fires.
   a. Refrain from playing with matches, lighters, and candles.
   b. Discuss disposal of cigars and cigarettes.
   c. Talk about flammable materials.
   d. Learn to be careful with open fires, fireplaces, stoves, gas ranges, and heaters.
   e. Discuss the proper use of electrical equipment and appliances.
   f. Recognize the dangers of fireworks, chemical sets, and decorations used during the holidays.

8. Know proper procedures to be followed in case of fire.
   a. Know procedure for evacuating the home.
   b. Know the assembly area outside the home.
   c. Learn ways to extinguish most fires.
      (1) Water
      (2) Sand
      (3) Blanket
      (4) Salt

   d. Learn proper conduct in case of fire.
      (1) Silence
      (2) Order
      (3) Speed

   e. Know how to call the fire and police departments.
      (1) Telephone
      (2) Fire alarm box

   f. Discuss procedures for handling other emergencies.

(1) Burns
(2) Bad cuts or punctures
(3) Break-ins

9. Be familiar with the work of the fire department in:
   a. Fire fighting
   b. Fire prevention

10. Be familiar with some first-aid procedures.

II. UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

A. School Pedestrian Safety Rules

1. Know the safest route.
2. Always walk when crossing the street.
3. Avoid playing in the street.
4. Be aware of the dangers of alleys and driveways.
5. Use caution when getting in and out of vehicles.
6. Learn to obey traffic rules.
7. Recognize the dangers of accepting rides from strangers.
8. Recognize the dangers of talking to strangers.
9. Be aware of stray animals.
10. Understand the dangers of throwing objects.
11. Avoid loitering.
12. Avoid teasing and fighting.
13. Learn to respect property of others.
14. Be aware of the dangers of construction projects.
15. Become familiar with safety signs.
16. Be aware of emergency vehicles and motorcycles.
17. Understand the purpose of the litter law.

B. School Bus Safety Rules

1. Stay in the seat.
2. Speak softly, and to neighbors only.
3. Keep hands and arms inside the bus.
4. Face the front of the bus.
5. Refrain from throwing objects.
6. Keep the bus neat and clean.
7. Follow the directions of the teacher and the bus driver.

C. Safety on a Bicycle

1. Ride with the traffic.
2. Use hand signals.
3. Use light reflector and white clothing at night.
4. Walk bicycle across the street.
5. Be careful of pedestrians.

D. Safety Helpers

1. Become familiar with the work of the policeman.
   a. Discuss requirements to become a policeman.
   b. Talk about the role of the policeman in the community.

2. Become familiar with the work of the crossing guard.
   a. Discuss requirements to become a crossing guard.
   b. Talk about the duties of the crossing guard.

III. UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

A. Safety Practices in the Classroom

1. Know the traffic patterns.
   a. Drills
   b. Work activities
   c. Dismissals
   d. Changing groups

2. Learn the proper use of tools, equipment, and supplies.
3. Know the proper procedures for lining up and passing.
4. Learn the procedures for emergency drills.
   a. Earthquake and emergency drop drills
   b. Take-cover drill
   c. Fire drill

5. Carry equipment properly.
   a. Chairs
   b. Supplies
   c. Tools

6. Know the bell signals.
   a. Recess, lunch, dismissal
   b. Earthquake and emergency drop drills
   c. Take-cover drill
   d. Fire drill

7. Be aware of others when opening and closing doors.

B. Safety Practices on the Playground

1. Play in assigned areas.
2. Use playground equipment properly.
3. Walk, except in running games.
4. Obey those in authority.
5. Follow game rules.
6. Accept group decisions.
7. Report stray animals on the playground.
8. Set good example for younger children.

C. Safety Practices in Other Parts of the School

1. Learn appropriate behavior for using other school facilities.
   a. Restrooms
   b. Drinking fountains
   c. Hallways
   d. Offices
   e. Lunch benches
   f. Cafeteria
   g. Library

2. Avoid accidents.
   a. Walk at all times.
   b. Avoid chasing others.

c. Refrain from lifting and carrying other people and heavy objects.
d. Use tools and equipment properly.
e. Refrain from standing on chairs.
f. Refrain from pushing in line.
g. Avoid tripping and teasing others.
h. Walk in center of halls.
i. Pass to the right.